



Columbia University
in the City of New York

ANNUAL REPORTS

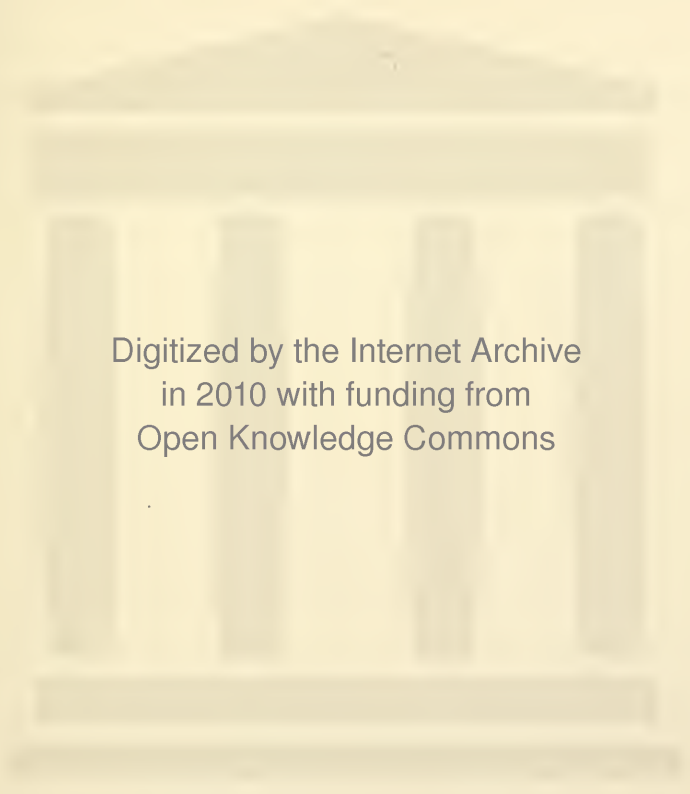
1919



THE LIBRARIES
COLUMBIA UNIVERSITY

HEALTH SCIENCES
LIBRARY

Gift of
Alumni Association
College of Pharmacy



Digitized by the Internet Archive
in 2010 with funding from
Open Knowledge Commons



Columbia University Bulletin of Information

ANNUAL REPORT OF THE PRESIDENT AND TREASURER TO THE TRUSTEES WITH ACCOMPANYING DOCUMENTS FOR THE YEAR ENDING JUNE 30, 1919

NEW YORK

1920

Spec-6011

R. L. Co. 11

RA

982

. N. 48

03

1919

CONTENTS

ANNUAL REPORT OF THE PRESIDENT OF COLUMBIA UNIVERSITY TO THE TRUSTEES

University Finance	I
The Financial Outlook	4
<i>Timeo Danaos</i>	6
Academic Salaries	9
Retiring Allowances for Academic Officers	16
Different Types of Academic Teacher	24
Enrollment and Grouping of Students	27
University Fees	29
A Building Program	31
New Tests for Admission to College	36
Student Self-Government	39
Course in Contemporary Civilization	41
Position of the Ancient Classics at Columbia	43
The University Center of Gravity	51
Problems and Standards of Engineering Education	51
Training for Business	61
The Medical School	69
Columbia University Press	71
Gifts	73
Deaths of University Officers	74
The Site	76
Teaching Staff	77
Student Enrollment	78
Degrees Conferred	79

*REPORTS TO THE PRESIDENT OF THE
UNIVERSITY*

A. EDUCATIONAL ADMINISTRATION:

Report of the Dean of Columbia College	80
Report of the Dean of the Faculty of Law	93
Report of the Dean of the Faculty of Medicine	107
Report of the Director of the George Crocker Special Research Fund	129
Report of the Dean of the Faculty of Applied Science	134
Report of the Dean of the Faculties of Political Sci- ence, Philosophy, and Pure Science	146
Report of the Acting Director of the School of Archi- tecture	155
Report of the Director of the School of Journalism	163
Report of the Dean of Barnard College	178
Report of the Dean of Teachers College	187
Report of the Director of the School of Education	193
Report of the Director of the School of Practical Arts	199
Report of the Dean of the College of Pharmacy	204
Report of the Director of the Summer Session	208
Report of the Director of Extension Teaching	217
Report of the Director of the School of Business	226
Report of the Director of University Admissions	232
Report of the Secretary	240
Appendices:	
1. Report of Women's War Work, Columbia Uni- versity	245
2. Report of the University Medical Officer	252

CONTENTS

v

- 3. Report of the Secretary of Appointments 264
- 4. Statistics Regarding the Teaching and Administrative Staff 269
- 5. Report of the Chairman of the Board of Student Representatives 293
- 6. Report of the Administrative Board of the Student's Army Training Corps 297

Report of the Registrar 307

B. LIBRARY

Report of the Acting Librarian 357

REPORT OF THE TREASURER TO THE TRUSTEES 377

Financial Statement, Barnard College 489

Financial Statement, Teachers College 496

Financial Statement, College of Pharmacy 499

ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

There is submitted herewith the Annual Report on the work and needs of the University, as prescribed by the Statutes. The considerate attention of the Trustees and their several Committees is asked for the discussions and recommendations that are presented in the reports of the several chief administrative officers.

Throughout the United States institutions of higher learning are making urgent appeals to the public for new endowment funds with which to meet the greatly increased cost of carrying on their work. In most cases, perhaps in every case, these appeals are justified, for the cost of college and university maintenance has grown by leaps and bounds during the past generation and with great rapidity during the past decade. In the Annual Report for 1916 (pages 1-10), it was shown in detail that an addition to the University's capital funds of some \$30,000,000 was needed in order to enable the present work to be satisfactorily carried on and long planned and carefully studied developments to be brought into being. Since that time the capital funds of the University have been increased through gift and bequest by about \$6,000,000, but the rising costs have continued to mount so rapidly that the figure given in 1916 holds good in 1919. Columbia University needs and must have additional income-producing capital to the extent of \$30,000,000 in order to do its work as it should

University
Finance

be done and to pay its teachers and other officers as they should be paid.

Before a college or university makes public appeal for aid, however, it is judicious, if not imperative, to make, and satisfactorily to answer, two searching inquiries. The first is, are all existing forms of expenditure justified or can savings be made by pruning the annual appropriations of whatever is wasteful, unnecessary or overlapping? The second inquiry is, can the work of the university be made to yield a larger income by readjustment and increase of tuition charges, by expansion of its activities in ways that are more than self-supporting, or by any other method? When these two inquiries have been satisfactorily answered, then a college or university is amply justified in making an urgent appeal to the public for additional endowment.

It is not to be taken for granted because a university, a hospital, or a church stately makes certain expenditures with the best intent in the world, that therefore those expenditures are justified. A university may perhaps be as unbusinesslike in its administration as a government. The one way in which to lay bare every item of expenditure and to provide the information upon which alone judgment can be passed as to whether it is justified, is by the use of a carefully classified budget. In Columbia University a complete budget system was introduced nearly twenty years ago, and it has been developed to a point where an itemized statement of appropriations and an itemized statement of income are at hand for the most minute and searching examination. In the case of Columbia University it is not possible to conceal any class of expenditures, so minute is the classification and so complete the supervision by the Committees on Education, on Buildings and Grounds, and on Finance. The annual audit of the books and accounts of the University,

made by certified public accountants who have no official relation to the corporation, again tests the validity and accuracy of all items of income and of expenditure. A university without a budget system is not in position to tell whether or not it is making wasteful expenditures or whether it is maintaining branches of work that duplicate or overlap like provisions in another part of the institution.

When it is determined that a university is not making any unwise or wasteful expenditures, then the question arises as to whether it is earning as much as it should. Higher education has always been provided at a fraction of its cost, but unfortunately as its cost has increased the charge made for it has too often stood still or been increased in much smaller proportion. It is certainly not a legitimate use of the income of funds given by the public for the endowment of higher education, to continue to provide for the sons and daughters of the well-to-do a very expensive opportunity for higher education at the same scale of fees that prevailed a generation or more ago. Where tuition fees have not been sharply raised, a university is hardly justified in appealing to the public for support. It has not made full use of the opportunities within its own control. It is a fallacy to suppose that deserving students will be deprived of a college or university education if tuition fees are increased by any amount that is likely to be suggested. Experience proves just the contrary. What is important in such case is that ample provision be made to care for those students who, having proved their fitness, would be deprived of a college or university education unless financial aid were forthcoming. The glory of any American university, certainly the glory of the Columbia University of today, is the large number of students who by their own efforts are earning all or part of the money needed to keep them in university residence. The burden of any such student should not

be increased by a pennyweight; rather it should be lightened by every possible device. This can be done and, by a well-formulated plan of scholarship aid, deserving students who are in narrow circumstances can be assisted without in any wise interfering with the policy of raising the tuition fees for the general body of students.

Moreover, if a university is placed at or near a great center of population, it is entirely possible for it to work out a plan of scholarly public service that will not only meet its cost but return a net revenue to the university treasury.

When a university has convinced itself and the public that it makes no wasteful expenditures and that it is earning as much as possible in tuition fees, then a well-supported and persuasive appeal for public assistance may rightly be made.

In any study of the present financial condition of the University, and in any attempt to forecast the future, a definite point of departure is found in the action taken by the Trustees on June 3, 1907, pursuant to the recommendations of the Committee on Finance which, in a report dated May 13, 1907, presented a plan for the funding of the then outstanding debt of the University.

The action taken was in such form as to include in the refunding operation all of the indebtedness that had then been incurred in connection with the purchase and development of the Morningside Heights property. In accordance with the action taken at that time, a bond issue of \$3,000,000, bearing interest at 4 per cent. per annum, was made, the principal sum to be finally paid on or before July 1, 1940; and with the obligation that on July 1, 1911, and annually thereafter, a payment of \$100,000 on account of the principal sum would be made out of the rents of the property on the Upper Estate by the mortgage of which the bond issue was secured. The present financial history

of the University, so far as concerns the relation of its current income to its current expenditure, may therefore be dated from July 1, 1907.

A careful analysis of the accounts that has recently been made by the auditors shows that the forecast made by the Finance Committee in 1907 has been fully justified; for during the twelve years from July 1, 1907 to July 1, 1919 the income of the University has sufficed to meet the cost of its operation, and to provide for nine payments of \$100,000 each in reduction of the principal of the funded debt, with a deficiency for the twelve years of only \$32,032.26, while the cost of annual maintenance (excluding Barnard College, Teachers College, and the College of Pharmacy) chargeable to the general income of the corporation, has risen from \$1,276,058.19 for the year ending June 30, 1907, to \$2,366,831.33 for the year ending June 30, 1919, and the total appropriations have grown from \$1,448,690.21 in 1907 to \$3,272,597.58 in 1919. This exceptionally favorable result would not have been possible save for the budget system and the rigid economies that have been effected under it, as well as for the generous support which has come to the University from its well-wishers in this and other communities. Without the constant stream of gifts that has flowed into the University treasury, and without the income from the numerous new funds that have been established by gift or by bequest, it would not have been possible to maintain and to expand the University as has been done with any such financial result as it is now possible to record.

The very unfavorable result of the operations of the University for the year ending June 30, 1918, due to war conditions, would have proved in high degree embarrassing, had not the Alumni come forward in large numbers and provided in generous fashion a fund that, when completely paid in, will almost if not entirely make good the exceptional losses of income in that year.

The University is now at a point where, with its present great enrollment and a moderate increase in the university and tuition fees, it will be able to support the work in progress, and to meet the cost of increasing the salaries of the teaching staff, as is strongly recommended in the present Report.

During the past two years the compensation of University servants on the rolls of the Department of Buildings and Grounds has been markedly increased, as should have been the case. So soon as the teaching staff is provided for, the needs of the library and clerical staffs should also be quickly met.

In no case should any part of the University's current income be applied to the construction of new academic buildings. These buildings should be erected from funds given specifically for that purpose, and there ought to be no difficulty in securing what is needed, even though the amounts are very large. The current income of the University should be reserved for the proper compensation of the teaching, the administrative, the library, and the clerical staffs; for the strengthening of the library and for the better equipment of the laboratories; for the encouragement of research by or under the direction of the University's productive scholars and for the publication of its results.

At not infrequent intervals proposals are made that the University take over and administer certain properties, real or personal, which those who make
Timeo Danaos
the proposals appear to believe to be gifts to the University and for its benefit. In fact, however, these are often proposals that the University shall act, under the narrowest of restrictions, to carry out some purpose which the individual making the proposal has in mind but which may not be at all germane to the work of

the University or in accordance with its desires for expansion and improvement. Still other proposals are made that the Trustees shall accept certain property for administration and guarantee that such property shall always produce a stated minimum income. It is clear that such proposals are not really gifts to the University, but rather invitations to assume new obligations, often with grave financial liability attached, for purposes which, however commendable, are not of the University's own choosing. When a person parts with the possession and administration of a considerable amount of property with a view to its being used for a public or quasi-public purpose, it is not difficult to understand that such an individual may seem justified in thinking that he is making a gift. But if it so happens that he uses the University as an uncompensated administrator, and in addition requires the University to guarantee from its own resources any deficiency in the annual income from the property so transferred, it is plain that so far as the University is concerned there is no gift whatever. It cannot be too frequently emphasized that the available resources of a university are not increased by adding to the obligation of its trustees to administer funds, however large, for purposes that lie outside of and beyond the natural and normal work of the university. If the resources of a university are to be really increased, the Trustees must have at their free disposal new and expanding sources of income. Unrestricted gifts and bequests are really additions to a university's capacity for usefulness. The same may be said of gifts or bequests for designated purposes when the designated purpose is one that lies within the scope of the university's usual organization and work or makes possible a needed and desired addition to that organization and work.

Under no circumstances should, or can, any self-respecting university accept a gift upon conditions which

fix or hamper its complete freedom in the control of its own educational policies and activities. To accept a gift on condition that a certain doctrine or theory be taught or be not taught, or on condition that a certain administrative policy be pursued or be not pursued, is to surrender a university's freedom and to strike a blow at what should be its characteristic independence. Indeed, any donor who would venture to attempt to bind a university, either as to the form or the content of its teaching or as to its administrative policies, would be a dangerous person. Unless the public can have full faith in the intellectual and moral integrity of its universities, and complete confidence that they direct and are responsible for their own policies, there can be no proper and helpful relationship between the universities and the public. A university may accept a gift to extend and improve its teaching of history, but it may not accept a gift to put a fixed and definite interpretation, good for all time, upon any of the facts of history. A university may accept a gift to increase the salaries of its professors, but it may not accept a gift for such purpose on condition that the salaries of professors shall never exceed a stated maximum, or that some professors shall be restricted as others are not in their personal, literary or scientific activities. No university is so poor that it can afford to accept a gift which restricts its independence, and no university is so rich that it would not be impoverished by an addition to its resources which tied the hands of its governing board.

A purpose often designated by benefactors is the provision of scholarships for students through which those who are in less comfortable circumstances may be aided in meeting the cost of a college or university education. This, it goes without saying, is a commendable purpose; but the time has come, it is indeed past, when it is still more necessary to provide funds for the suitable compen-

sation of college and university teachers and investigators. The growth of an institution in numbers may conceivably result in its impoverishment if the margin between receipts from tuition fees and the cost of maintenance and instruction is sufficiently wide.

It would be wearisome to cite from earlier Annual Reports the considerations that have been advanced in support of frequent urgent recommendations that the general scale of salaries paid to academic teachers be advanced. During the past twenty years there have been many and noteworthy increases in the salaries paid to teachers in Columbia University, but the cost of living and the public demands upon these teachers have increased so much more rapidly than the salaries themselves that, speaking relatively, the compensation of teachers in Columbia University is today less in value than it was many years ago. It is of record that the Trustees of Columbia University were among the first, perhaps the very first, to recognize the importance of adequate compensation for college and university teachers. In 1857, the Trustees fixed a rate of compensation for full professors which was then believed to be just and adequate and which was considerably in advance of that established at other American colleges. During the Civil War and immediately thereafter, economic conditions were so altered that the several professors in Columbia College united in a communication to the Trustees that was received by the latter on December 6, 1875. That communication read as follows:

Academic
Salaries

To the Board of Trustees of Columbia College:

Gentlemen:

We the undersigned, the Professors of the College, respectfully submit for your consideration the following statement.

In the year 1857 the Trustees of the College established a rate of compensation for the Professors, which they deemed just and no more than adequate.

In consequence of the greatly increased cost of living produced by the war of the Rebellion and other causes the Trustees increased the compensation of their Professors, but the experience of our body has made us feel keenly that the increase in the cost of living has been greater than that of the compensation. The Professors were in better condition seventeen years ago than they are now, when the College has so much ampler means.

Not only do we find it impossible to save anything from our salaries for future needs or for our families, but we are unable to meet our necessary expenditures without drawing upon other resources or seeking uncongenial and inappropriate employments. We believe that the true interests of our College require that the compensation of its Professors should be such as to free them from the necessity of extraneous work merely for pay.

Feeling severely the annually increasing pressure of narrowed means and the distracting influence of the ever-recurring difficulty of providing for our household necessities, we respectfully present this statement to your Honorable Board and request that you will give it a generous consideration.

All which is respectfully submitted.

(Signed)	HENRY DRISLER <i>Jay Professor of Greek</i>	J. H. VAN AMRINGE <i>Professor of Mathematics</i>
	HENRY I. SCHMIDT <i>Gebhard Professor of German</i>	OGDEN N. ROOD <i>Professor of Physics</i>
	CHARLES A. JOY <i>Professor of Chemistry</i>	C. M. NAIRNE <i>Professor of Philosophy and Literature</i>
	WILLIAM G. PECK <i>Professor of Mathematics and Astronomy</i>	CHARLES A. SHORT <i>Professor of Latin</i>

Upon receiving this communication, the Trustees referred it to a Special Committee of Five to consider and report what increase, if any, ought to be made in the

salaries of the professors and other officers of the corporation. Mr. Rutherford, Mr. Nash, Mr. Schermerhorn, Mr. Harper and Mr. Beekman were appointed members of this Committee. On January 3, 1876, this Committee reported progress, and on February 7, 1876 it submitted the following report and accompanying resolutions:

To the Board of Trustees of Columbia College:

The Committee to whom it was referred to examine and report what increase if any ought to be made in the salaries of the Professors and other officers of this corporation beg leave to submit the following report.

The conclusions your Committee have arrived at are embodied in the resolutions which form part of this report and which it is recommended should be passed by the Board of Trustees.

In arriving at these conclusions your Committee have been governed by the following considerations.

First. That the chairs of our principal academic professors should be looked upon as dignified and most desirable positions, capable of commanding the services and satisfying the reasonable ambition of the highest grade of talent and most extensive acquirement, and that to this end these professors should be placed upon a social and pecuniary equality with at least the average of successful professional men and freed from the grinding cares incident to a struggle to reconcile the demands of a conspicuous and responsible position with the necessities of insufficient means.

Second. Your Committee are satisfied that in the city of New York with its high rents, high prices and countless social demands a yearly salary of six thousand dollars is inadequate to place the professors in the position it is desirable they should occupy.

Third. Your Committee think that it would be unwise to remove the statutory restrictions which now prevent an academic professor from engaging in any professional or other pursuit. They are also of opinion that it is a wise discrimination which has not applied any such restriction to the pro-

fessors of the Schools of Mines and of Law. No such restrictions exist, so far as your Committee have been able to learn, in the academic department of any other American college, in most of which the professors engage in outside work and in many cases hold professorships in other institutions; but this undesirable condition is chiefly due to the inability of the colleges to pay adequate salaries.

Fourth. In view of extra labor and responsibility which are liable to be imposed upon the senior professor during the absence or illness of the President, your Committee have thought it just to make his salary larger than that of the other professors.

Fifth. Although the connection of the Gebhard Professor of German with the College is of an exceptional character, your Committee advise that in view of his long services the same percentage shall be added to the salary paid him by the College as is recommended for the principal professors.

Sixth. Your Committee think it advisable to adhere to the policy heretofore acted upon in regard to the Assistants and other subordinate teachers which is based upon the theory that such positions should be occupied by young men as preparatory to higher posts, and they do not consider that the increase they recommend in the salaries of the two *academic* tutors materially conflicts with this view.

(Signed) LEWIS M. RUTHERFURD
 JAMES W. BEEKMAN
 JOSEPH W. HARPER
 W. C. SCHERMERHORN
 S. P. NASH

January 25, 1876

RESOLUTIONS RECOMMENDED

1. *Resolved,* That until the further action of this Board the salaries of the professors in the academic departments of Greek, Chemistry, Mathematics and Astronomy, Moral and Intellectual Philosophy, Mathematics, Mechanics and Physics, and Latin, be fixed at \$7,500 per annum for each.

2. *Resolved*, That until the further action of this Board an additional allowance of \$500 per annum be made to the senior professor who shall, during the absence or illness of the President, discharge his duties.
3. *Resolved*, That until the further action of this Board the salary of the Gebhard Professor be fixed at \$3,375 per annum in addition to what he receives from the Gebhard Fund.
4. *Resolved*, That until the further action of this Board the salaries of the Tutors in the academic department be fixed at \$2,000 per annum.

The Trustees accepted the report of this Special Committee and adopted the resolutions as recommended, making the newly established scale of salaries effective from January 1, 1876.

At that time the College was small and the number of its teachers few. The annual income of \$300,000 or \$400,000 was sufficient to enable the Trustees to make a handsome addition to the salary of each teacher then in service.

For a short time after this standard of payment was established newly appointed professors received salaries of \$7,500. Very soon, however, the period of rapid growth began and teaching positions were multiplied at so rapid a rate that it was no longer practicable for the Trustees, with the funds at their command, to continue to pay salaries at the scale established in 1876. From that time to the present the Trustees have struggled year after year to pay the best possible salaries without running the corporation hopelessly into debt. During the past few years salaries have been increased by not less than \$400,000, an amount equal to the income on an endowment of more than eight million dollars. Despite the best efforts of the Trustees, however, the scale of salaries is in 1919 far below the point fixed in 1876, while living costs are probably not less than twice as great as they were then.

It will not be without interest to quote the following figures from a statement prepared by a competent authority, based on the accepted value of the dollar of January 1916 as 58 cents at the date of this report. In making these comparisons, deductions have been made for income tax in the year 1919 based on an exemption of \$2,000, with no exemption for children. In the lowest salary quoted (\$2,000) no deduction for income tax has been made.

Annual Salary 1916	Value of same salary in 1919, after deducting income tax according to law and allowing for decrease in purchasing power of dollar
\$12,000	\$6,487
10,000	5,463
8,000	4,428
6,000	3,382
5,000	2,830
4,000	2,273
3,000	1,717
2,000	1,160

It is imperative that the salaries of the teachers in Columbia University be raised and that the burden of sacrifice and deprivation which scores of cultivated men and women are bearing for the sake of their profession and their ideals be lifted. If \$7,500 was an appropriate and adequate salary for a professor in Columbia College in 1876, surely \$8,000 is no more than an appropriate salary in 1920, for teachers of a high order of excellence who have given the University long and faithful service. There are grave objections to fixing a hard and fast compensation for all teachers of a given grade regardless of their effectiveness, length of service, and other similar considerations. It will be wise for the Trustees always to keep in their own hands the adjustment in particular instances, but a strong argument may be made for fixing

and announcing the amount which the Trustees, under present conditions, regard as suitable normal compensation for incumbents of the several academic grades.

In fixing salaries and in making promotions, due account should always be taken of teaching effectiveness, scholarly productiveness and academic usefulness.

It is therefore recommended that sufficient additional funds be sought to enable the Trustees to establish and to maintain the following scale of salaries, exceptional cases being treated, as they should always be treated, in exceptional ways:

For full professors	\$6,000-\$8,000
with the expectation of paying salaries of \$10,000 to a limited number of teachers of unusual distinction.	
For associate professors	4,500-5,000
For assistant professors	3,000-3,600
For instructors	2,000-2,400
For assistants	1,000-1,200

If such a scale of salaries as is suggested can be established at Columbia it may be necessary to take formal steps to limit the number of professorships, associate professorships, and assistant professorships, and to hold out hope of promotion or new appointment only when vacancies occur by death, retirement or resignation, or when circumstances plainly require the establishment of additional teaching positions in the higher grades of service. Emergencies could be met by adding to the number of associates, lecturers and instructors as occasion may require, without offering to the persons so appointed any prospect of advancement in grade unless vacancies shall be created in the manner stated.

One cause of the embarrassment under which the University now labors is that young men of competence and faithful service have been advanced in grade, in response to the urgent request of their immediate colleagues on

the teaching staff, in recognition of their individual merits rather than because the University needed permanent additions to its list of professors, associate professors and assistant professors. A system which holds out hope that every newly appointed assistant will one day be promoted to a full professorship will bankrupt any university or any but the most opulent of governments.

This question of adequate salaries is of primary importance and its consideration should precede that of any other matter which calls for the expenditure of corporate income.

Retiring Allowances for Academic Officers

Stated provision for the retirement of academic officers in American universities is of recent establishment. In Columbia University no such provision was made before December 1, 1890, when a resolution on the subject was adopted by the Trustees providing that any professor who had been fifteen successive years or upwards in the service of the College and who was also sixty-five years of age or over might, at his own request signified to the President in writing, become an Emeritus Professor on half-pay from the commencement of the next fiscal year. In 1892 the Statutes were amended so as to incorporate this provision. This Statute contemplated that the entire cost of retiring allowances to be granted in accordance with its provisions should be met by the general income of the corporation. Fortunately but few retirements took place under the terms of this Statute, for nothing is more certain than that the indefinite continuance of a non-contributory pension system would have eventually seriously crippled the finances of the University.

In 1905 the Carnegie Foundation for the Advancement of Teaching was established by the benefaction of Andrew Carnegie, for the purpose of providing retiring pensions for teachers in universities, colleges, and technical schools

in the United States, Canada, and Newfoundland. The Foundation at once formulated definite rules for the granting of retiring allowances, by the terms of which such allowances would be granted in accordance with fixed principles, and not by favor, to academic teachers who met certain minimum requirements as to age and service. Since it was clear that the funds at the disposition of the Foundation could provide retiring allowances for but a limited number of teachers, the Foundation admitted to the privileges of the retiring allowance system only certain institutions whose work was of true college or university quality and which were not for other reasons excluded by the terms of Mr. Carnegie's letter of gift to his Trustees. These were known as associated institutions and among them was Columbia University.

The rules adopted by the Foundation for the granting of retiring allowances were, like the rules previously existing at Columbia University, based upon length of service and upon age. Twenty-five years of service as a professor was the minimum basis of the service pension, and six ty-five years the minimum age at which retirement without disability could be asked. In making and announcing these rules, the Foundation took pains not to bind itself to any contractual arrangement or to promises that it might be unable to fulfill. It was entering upon a new and uncertain field of work and only experience could determine the wisest policies to be followed. It expressly reserved the right to make such changes in its rules as experience might indicate to be desirable for the greater benefit of the whole body of academic teachers. This right was exercised in 1908 by the extension of the privileges of the Foundation to widows of teachers and to instructors as well as to professors, and in 1909 by the elimination of the retiring allowances granted on the basis of twenty-five years of service without disability.

On February 1, 1909, the Statutes of Columbia University were amended so as to provide that retirement and retiring allowances should thereafter be granted in accordance with the rules of the Carnegie Foundation for the Advancement of Teaching. During the ten years that have since elapsed a large number of retirements have taken place in accordance with these provisions, and during the year ending June 30, 1919, the Carnegie Foundation paid to the Treasurer of Columbia University for retiring, disability, and widows' allowances nearly \$60,000. Since its establishment the Carnegie Foundation has paid to the Treasurer of Columbia University for these purposes more than \$400,000, as is shown in the following table:

1906-1907	\$4,792.51
1907-1908	10,655.83
1908-1909	17,726.67
1909-1910	28,472.47
1910-1911	28,219.97
1911-1912	30,219.94
1912-1913	32,757.50
1913-1914	30,977.48
1914-1915	32,070.09
1915-1916	35,431.03
1916-1917	37,436.18
1917-1918	57,110.34
1918-1919	59,569.27
Total	<u>\$405,439.28</u>

For reasons that have been fully set forth in the reports and other publications of the Carnegie Foundation, the Trustees of that Foundation determined nearly four years ago to substitute a contributory for the non-contributory plan of retiring allowances, and announced that the benefits of the non-contributory plan could not be extended to academic teachers whose term of service began after November 17, 1915, the date of the annual meeting of the Trustees of the Foundation at which this policy was decided upon.

In brief, the reasons for the change of policy were that the non-contributory plan was financially unsound and that in any case it only benefited a limited number of institutions and a limited number of teachers. On the other hand, the contributory system is financially sound, is in accordance with widely accepted principles of social organization and cooperation, and may be extended indefinitely to include any number of institutions and any number of teachers who may wish to cooperate in it.

In order to put this contributory system into effect the Carnegie Foundation, after exhaustive study and on the best legal advice, caused to be organized under the laws of the State of New York the Teachers Insurance and Annuity Association of America, with a capital of \$500,000. The purpose of this Association is to provide annuities and insurance for teachers and other persons employed by colleges, by universities, or by institutions engaged primarily in educational or research work; to offer policies of a character best adapted to the needs of such persons on terms as advantageous to its policy-holders as shall be practicable; and to conduct its business without profit to the corporation or to its stock-holders. In addition to providing insurance at an exceptionally low rate owing to the absence of the usual agency and other administrative charges, this Association will contract to issue deferred annuities—in effect retiring allowances—to academic officers and teachers.

The proposal of the Carnegie Foundation is that, professors and instructors in service on November 17, 1915 being provided for under the non-contributory system, the associated colleges and universities shall cooperate with their teachers thereafter appointed in paying the annual premiums necessary to provide those teachers with deferred annuities or retiring allowances available at age sixty-five or thereafter. The actuaries of the

Association have estimated that to provide an allowance of the amount that has hitherto been usual under the non-contributory plan of the Carnegie Foundation, an annual premium payment equal to ten per cent. of the salary of each beneficiary will be necessary. One-half of this payment is to be made by the individual concerned and one-half by the college or university in which he serves. The contract between the individual and the Association becomes the property of the individual and he retains its benefits should he transfer his service to another institution or should he withdraw from the profession of teaching. For the college or university the effect of adopting this policy is the same as if there were a five per cent. increase in the salary of every such officer. In return for this payment the officer secures the protection that has been indicated. For Columbia University the annual payments on account of these premiums will at present be inconsiderable, but as older officers die or retire and as new appointees take their places the annual premium payments will steadily increase until some forty years from now they will amount, in round numbers, to five per cent. of the total salary payments.

Careful scrutiny of this plan showed it to be sound in principle and of marked benefit both to the University and to its officers hereafter to be appointed. On April 7, 1919, therefore, the Statutes of the University were amended so as to provide for the cooperation of the University with newly appointed teachers and other officers in obtaining for them the benefits of this plan for retiring allowances. The point at which the privileges of the old or non-contributory system were to cease was fixed, however, at June 30, 1917, instead of at November 17, 1915, the date fixed by the Carnegie Foundation. The cost of this extension of these privileges, which during the next forty years may amount to as much as \$200,000, must be

met from the general income of the University, or by Barnard College, Teachers College, or the College of Pharmacy, as the case may be, unless as cases arise in this so-called twilight zone the Carnegie Foundation may find a way to care for them in whole or in part. The Foundation, however, makes no promises in this respect. The reason for this extension of the privileges of the system theretofore existing to June 30, 1917, is that before the establishment of the Carnegie Foundation, Columbia University had a retiring allowance system of its own and that it was only after June 4, 1917, that all new appointees were notified, by authority of a resolution passed by the Trustees on that date, that the existing provisions of the Statutes of the University as to retirement of officers would not apply to them, but that as soon as practicable action on their behalf would be taken by the University in cooperation with the Carnegie Foundation. It seemed clear, therefore, that persons whose service began subsequent to November 17, 1915, and before June 30, 1917, were entitled to the benefits of the old retiring allowance system.

The revised Statutes continue and re-enact the salutary provisions by which retirement at any given age is not obligatory but is entirely optional with the Trustees, and by which no retiring allowance is granted except by action of the Trustees taken upon their own motion or at the request of the person for whom an allowance is desired. There is every reason to believe that this new system of retiring allowances and insurance will work well.

It is in highest degree reassuring to read in an official report on the Teachers Insurance and Annuity Association, recently made to the Commissioner of Insurance of the State of New York, that "this Association operates under most favorable conditions; in fact, no other organization doing an insurance business can be compared with it. The Association appears to have exceedingly efficient

management at a very low cost, particularly as to salaries of officers."

With the adoption of these amendments to the Statutes it is definitely settled that all officers of appropriate grade whose term of service began earlier than July 1, 1917, are to continue to have the same privileges as to retiring allowances that have existed since 1909. All officers whose terms of service began later than July 1, 1917, may, at their own option, elect to take advantage of the contributory plan for retiring allowances, in which case the University will cooperate with them in making the premium payments in the manner already described. For officers whose term of service began later than July 1, 1917, and who do not elect to take advantage of the provisions of the contributory plan, no provision for retiring or disability allowance is made. In that case they must, through the usual agencies for insurance and annuities, make their own individual arrangements for the protection of themselves and their families.

The academic teacher needs protection of three kinds. He needs insurance in case of death in early or middle life; he needs protection in case disability overtakes him in early or middle life; and he needs an annuity or allowance to provide for retirement at age sixty-five or thereafter. Protection of the first sort may be had by academic teachers at minimum cost through the policies offered by the Teachers Insurance and Annuity Association of America, or at varying cost through other agencies. Protection of the second and third sorts is offered by the cooperation of the University with the teacher in the manner that has just been described. It appears, therefore, that the academic teacher is now for the first time in possession of definite and clearly stated information as to how financial provision may be made on exceptionally favorable terms for the ordinary changes and chances of life. There is

little doubt that the wise and beneficent plan that has been so carefully worked out and adopted by the Carnegie Foundation will be very widely availed of as the governing boards of institutions of higher learning come to realize their responsibility toward their teachers. It was very easy for these governing boards to accept the benefactions of the Carnegie Foundation so long as these were showered upon them without any sacrifice or cooperation on their own part, but it requires a higher degree of educational statesmanship and a wider vision to grasp the fact that under modern social and educational conditions the colleges and universities owe it as a duty not only to their teachers but to the public, to cooperate with their teachers in making suitable provision for disability and old age.

In addition to the teachers and administrative officers, whose needs will be cared for under the new contributory plan for retiring allowances, Columbia University has 700 faithful and devoted servants who are neither teachers nor administrative officers. Their skillful cooperation and their trained experience are an important element in the smooth and effective carrying forward of the University's work. These servants are to be found in the library, on the clerical staff, and on the long roll of those who as engineers, firemen, janitors, inspectors, mechanics, and helpers in other ways, protect and keep in readiness for full operation the material fabric of the University. It is probable that for University servants of these various types deferred annuities may be provided under the plan of the Teachers Annuity and Insurance Association, but in any event their interests, which are those of the University itself, should be protected. Very often they will not be able to make the annual premium payments necessary to provide a deferred annuity available at age sixty-five or later. It is now recommended that either by some plan of group insurance or otherwise, the cost of

which would be met by the University itself, servants of these types may be assured that if they die in service leaving dependent wife, child or parent, a definite payment will be made to such dependent or dependents. The cost of such provision would be quite insignificant in comparison with its benefits and its admirable effect upon the morale of the whole University.

It is quite usual to hear criticism levelled against an academic teacher for not combining in himself the two

Different Types of
Academic Teacher very distinct characteristics of teaching
skill and scholarly initiative in research.

This criticism is unfair and ought not to go longer unanswered. Of great teachers there are not very many in a generation, and nothing is more certain than that such are born and not made. Of good teachers there are, on the other hand, a fair supply. These are the men and women who, by reason of sound if sometimes partial knowledge, orderly-mindedness, skill in simple and clear presentation, and a gift of sympathy, are able to stimulate youth to study and to think. To find fault with such man or woman because he or she is not able to make important contributions to knowledge is wholly beside the mark. Very few persons are able to make important contributions to knowledge, and such persons are only in the rarest instances good teachers. It is very often true that the most distinguished scholars and men of science in a university are among its poorest teachers. The reason is simple. Their intellectual interests lie elsewhere and they have neither the mental energy nor the fund of human sympathy to give to struggling and often ill-prepared youth who may come to them for instruction and advice. Once in a long while there appears a Huxley, or a du Bois-Reymond, or a William G. Sumner, but the number of such is sadly few. It may be said of

many great scholars as Mrs. Humphry Ward recently wrote of Bishop Stubbs, probably the greatest name among the English historians during the latter half of the nineteenth century: "He had no gifts—it was his chief weakness as a teacher—for creating a young school around him, setting one young man to work on this job, and another on that, as has been done with great success in many instances abroad. He was too reserved, too critical, perhaps too sensitive." A man such as this may, nevertheless, have great influence in the background of a university and add enormously to its repute, despite the fact that his work is almost as individual as if it were done in his own study in a remote village apart from university companionship and university association. The modern university will be glad, and will aim, to find place for scholars and men of science of each of these types and of every type. There is plenty of opportunity for the skillful teacher who is not especially original or vigorous in research, and there is always opportunity for the alert-minded man of high imagination and great power of concentration who can and does make a real addition to the world's knowledge. On the other hand, quite too much attention is paid to those who when they make some slight addition to their own stock of information fancy that the world's store of knowledge is thereby increased by a new discovery.

It is quite fashionable to attack university teachers as unduly radical and revolutionary. The truth is that the radicals and revolutionaries among them are so few that they are very conspicuous. The university teacher, on the contrary, is usually very conservative, very solid-minded, and very difficult to bring to the support of a new idea or a new project. The history of the development of any important university will amply illustrate this fact. The notion that some university professors are

dangerously radical because their salaries are not large enough is more than usually uncomplimentary. Such a view pushes the economic interpretation of history pretty far. The man who will change his views on economic, historical or political subjects because his salary is doubled is made of pretty poor stuff, and the views of such a man need not trouble anyone very seriously.

The most significant thing that has happened to the university teacher during the past decade is the number and variety of contacts that he has established with the practical affairs of life. These contacts were once confined to the teacher of law, of medicine, or of engineering. They are now shared by pretty much all types of university teacher. When a specialist in the Zend Avesta and in the philosophy of the Parsees is sent halfway round the world to plan relief for the suffering population of Persia, when a professor of psychology is entrusted with the task of framing a plan for the selection of officers for the United States Army, when a professor of electro-mechanics is set to hunting the submarine in association with the officers of the United States Navy, when a professor of physiology is first sent for to aid the General Staff in formulating a plan of military operations on the field of battle and is then set to deciding where the boundary line between two reconstituted nations shall run, the universities are getting pretty closely in touch with the practical events of the time. Moreover, the world at large is showing a new respect for men who have spent years in scholarly discipline and association. The President of the United States was for a quarter of a century a teacher of history and political science in three colleges; the President of the Council in France once taught his native language and its literature to a group of American students at Stamford, Connecticut; the Prime Minister of Italy holds the chair of economics in the University of

Naples; the first President of the Czechoslovak Republic is the most eminent teacher of philosophy among his people; one university professor has just resigned as American Minister to China and another is still serving as American Minister to Greece; and so it goes through other European countries and in the South American Republics. The fact of the matter is that the university teacher has some time since ceased to belong to a class apart, to an isolated group leading a life carefully protected and hedged about from contact with the world of affairs. The university teacher is everywhere as adviser, as guide, as administrator; and as his personal service extends over a constantly widening field, so his influence marks the increasing interpenetration of the university and practical life. Indeed, there is no better training in practical affairs than that which the business of a modern university affords.

In Columbia University much work of instruction that when carried on at all in other institutions is treated as abnormal and in addition to their stated educational undertaking, is maintained as part and parcel of the University's regular work. The Summer Session of Columbia University, for example, is in no wise what is ordinarily called a Summer School, but a carefully organized university term, conducted under the authority of the university statutes, and maintaining standards of excellence that are acceptable to the several faculties and administrative boards in the University. Precisely the same may be said of Extension Teaching which, far from being made up of popular lectures to casual hearers, is instruction given by university officers and under the administrative supervision and control of the University, either away from the university buildings or at the Uni-

Enrollment and
Grouping of Students

versity for the benefit of students not able to attend the regular courses of instruction. It is through the Summer Session and through Extension Teaching that the University is able to render its great service to so many adults and dwellers at a distance who would not otherwise be able to get the benefit of the guidance and inspiration of the University and its scholars.

These newly developed forms of educational service have given the University the large enrollment which so frequently attracts public attention and comment. This large enrollment, however, would not be a source of gratification were it not for the fact that qualitatively it is excellent, and that the work done in the Summer Session and in Extension Teaching is scholarly and severe, as well as closely organized and supervised.

The present total student enrollment at Columbia University during the entire calendar year is about 26,000. Of this number, however, some 3,000 are names found on the rolls of the Summer Session or on those of Extension Teaching, in addition to being on the rolls of the Winter and Spring Sessions. Deducting this number as duplicates, the University is now reaching and directly instructing about 22,000 or 23,000 different individual students during the calendar year.

This total enrollment falls into three groups of substantially equal size. The first group consists of the undergraduate, graduate, and professional students in residence during the Winter and Spring Sessions and now numbers about 8,200. This is the figure that should be used in comparing the enrollment of Columbia University with that of other institutions that have not developed the Summer Session and Extension Teaching as part of their regular academic work. The second group consists of the undergraduate, graduate, professional, and unclassified students enrolled in the Summer Session, numbering in

1919 some 9,500. The third group consists of those undergraduate, graduate, professional, and unclassified students who are enrolled in Extension Teaching, which number is now about 8,500.

The University has been extraordinarily successful not only in preserving but in increasing individual contact between teacher and student, despite this huge enrollment. This has been possible because while the total enrollment itself is very great, the several units of which it is composed are in very few cases excessive. If attendance at the Law School were, for example, to increase from 500 to 1,000, then several additions would have to be made to the Law Faculty in order to maintain the same relation between teacher and student that exists at present. The same is true of the work of other faculties and schools.

The conclusion is that the enrollment of Columbia University may grow to any extent which the public demands, provided the University Library and the university laboratories be amply supplied, and provided that the units of instruction and research be sufficiently small to preserve the personal relation between the teacher and the taught. There is no real distinction of an educational kind between a small college and a large university, save that the large university provides opportunity for a greatly increased number of contacts with intellectual life and with interesting undertakings. Whether personal relationship be established between teacher and taught does not depend upon the size of the institution, but upon the spirit and the method of its administration.

At Columbia the tuition fees have been increased twice within recent years, and they should now be increased again. The high cost of living has not overlooked universities and university teachers. Those who for a short period of years enjoy the inestimable privilege of university resi-

University
Fees

dence and university opportunity should, and doubtless will, gladly pay an increased fee in view of the economic conditions that are now universal in their effect.

The fees charged at Columbia University are three in number and rest upon a logical basis that is the result of careful study and long experience.

Each student registered under the University corporation pays a University fee, which is now fixed at \$5 for each Session. This fee marks his membership in the University and signifies that he is entitled to general University privileges. Logically, this fee should be paid by each student who enrolls in any part of the University's educational system, since every student is in a large sense a student in Columbia University and as such has numerous and important privileges and opportunities. This University fee resembles the annual dues which one pays to a social club or other like organization. These dues are paid by all alike and relate solely to membership and its privileges, being in no wise dependent on the use which a given individual may make of his privileges.

The tuition fee, now fixed at \$6 per point per Session (a point being one hour a week of attendance for a Winter or Spring Session, or the equivalent thereof) is adjusted by each student for himself according as, subject to the regulations of a given faculty or administrative board, he takes more or less hours of instruction or laboratory work. The tuition fee thus stands in the same relation to the University fee that a club member's monthly bill for room and meals does to his payment for annual dues. The tuition fee is paid by all students who take instruction, regardless as to whether they take it as candidates for a degree or otherwise. It is advantageous for a university like Columbia to have in residence a large body of students who are following definite courses of instruction without becoming candidates for any degree whatsoever.

The third fee is that charged for examination for a degree or certificate. This, again, has nothing whatever to do with the tuition fee, since it is to be paid only by those students who so shape their instruction as to qualify them to apply for examination for a degree or certificate. The holder of a degree or certificate enjoys through life privileges which are denied to his fellow student who has not gained a degree or certificate. It is, therefore, entirely appropriate that the University should fix a fee to be paid in this case.

This fee system is simple, definite and logical. It rests not upon tradition but upon the facts of the University's present life. Each one of the three fees may be treated as a thing apart and increased or decreased from time to time as circumstances suggest or justify.

Despite the recent phenomenal increase in the numbers and work of the University, there has been no addition to its physical equipment since the completion of the Journalism Building in 1912, and no new provision for residence since the completion of Furnald Hall in 1913. Every effort has been made to use the buildings already in existence to the fullest possible extent, and schedules of academic exercises have been many times modified to this end. Four years ago it was apparent that additional provision both for residence and for academic work must quickly be made, but war conditions and war emergencies naturally and necessarily postponed action. Meanwhile, costs of construction have so risen that what one dollar would have accomplished five years ago could not now be accomplished for less than two dollars, or possibly for an even larger sum. If there were evidence that costs of labor and materials were likely to decline in the near future, it

A Building
Program

would undoubtedly be good judgment to postpone to the last possible moment the letting of contracts for new construction. The best opinion is, however, that there is no such evidence and that the situation must be faced with all its difficulties. It is plain that unless the work of the University is to be thrown into confusion, immediate steps must be taken to provide new buildings both for academic work and for residence. It is probable that the greater part of two academic years would be required to complete any such buildings, and therefore if begun in the near future they could not be ready for occupancy earlier than the summer or autumn of 1921. If for reasons of cost new construction is just now impracticable, then quick consideration must be given to the possibility of adding to the University's physical equipment by purchase or lease.

The gravest emergency arises in connection with the provision of additional residence halls for students. The very large number of mature students who come to Columbia University from all parts of the world are finding it a matter of extreme difficulty to obtain lodgings on Morningside Heights, or indeed at any convenient point on Manhattan Island. Moreover, the expense to which they are now put is at least fifty per cent greater than was the case a few years ago. It is a matter of extreme urgency to begin the construction of not one, but at least two, large residence halls on South Field. Probably the best sites for present use are that on Broadway immediately south of Fernald, and that on the corner of Amsterdam Avenue and 114th Street. The use of these sites would least interfere with the present use of South Field for physical exercise and undergraduate sports. Should such residence halls be undertaken they would be filled to their utmost capacity as soon as ready for occupancy. This would be true during the Summer Session as well as during the Winter and Spring Sessions, and esti-

mates as to the relation of possible earnings to cost can safely be made on this basis.

The plight of the graduate women students of the University is particularly serious. For two years such students have been in some part provided for by temporarily assigning to them Furnald Hall. This was possible only because of the depletion of the University by reason of the number of young men who entered the Government's service during the war. This temporary use of Furnald is no longer practicable and yet proper provision must be made for the hundreds of young women who throng to the graduate and professional schools of Columbia University from all over the world.

The proper and long-considered development of the University's site demands that the buildings on the Quadrangle be given over entirely to educational administration and instruction and that all buildings for residence or for dining rooms be placed on South Field or elsewhere. For this administrative and architectural reason, as well as for reasons of convenience, the middle site on 114th Street might well be improved by the erection of a building to contain the University Commons, a well-equipped lunch room, a variety of rooms for student organizations and activities, and then several stories of rooms for occupancy as an additional residence hall. Such an arrangement would enable the University to provide an adequate and well-appointed dining hall at a convenient point for students in permanent residence, and to arrange for a service entrance on 114th Street that would make it unnecessary to carry supplies and other material over any part of the University campus. A vigorous and courageous handling of the residence hall problem would point to the erection without delay of the two residence halls above referred to, as well as of this third building, in part

residence hall and in part Commons and headquarters for student organizations and activities.

On the academic side the most pressing need is for the erection of the building for the School of Business on the site at the northeast corner of Broadway and 116th Street, funds for which were provided by gift on the basis of the probable cost as estimated three years ago. Whether or not this gift and its accumulations will suffice to erect this building at present prices remains to be seen. The building, as roughly planned, will make a large addition to the space available for classes and lectures, and will also provide a much-needed auditorium, to be entered from the street, that will relieve the pressure on the Horace Mann Auditorium and other of the larger halls in the present University buildings.

Before this building can be proceeded with, however, provision must be made for the Faculty Club, whose present and quite inadequate building now occupies that site. It is possible that temporary, even if unsatisfactory, provision for the Faculty Club might be made either through the use of East Hall or by the rental of a building or buildings in the immediate vicinity of the University. For the permanent accommodation of the Faculty, a suitable club building on the site proposed at the corner of Morningside Drive and 117th Street should be begun without delay. Such a building would be a companion to the President's House and would make ideal provision for the members of the Faculty who are so largely dependent upon the Faculty Club not only for their comfort and convenience, but for their many-sided contacts with each other. Such a building is in no sense a luxury, but a necessity of our metropolitan academic life. It is probable that for the sum of \$300,000 such a Faculty Club building could be erected and equipped.

The Department of Chemistry is constantly urging additional laboratory space and equipment, and it is probable that this need will increase rather than diminish. A practicable way to meet this need would be to add a wing to Havemeyer Hall along the Broadway front, extending as far north as the line of 119th Street. Such an extension, even if first carried only to the height of the Quadrangle, would greatly increase the present laboratory space. When necessary, this extension could later be carried up to the fixed cornice line of the buildings on the Quadrangle. Schermerhorn Hall might be similarly extended when the need for it arises.

As was pointed out in the Annual Report for 1916 (page 9), we quickly need also a building to contain research and teaching laboratories for the Departments of Botany and Zoology, which should be moved out of their present inadequate quarters in Schermerhorn Hall in order that that great building may be adapted to the needs and sole use of the Department of Physics. Fayerweather Hall could then be assigned to those other scientific departments that are now crowded into insufficient accommodations in Schermerhorn Hall. Probably the best site for a building for the Departments of Botany and Zoology is the inner site on the Quadrangle immediately east of Engineering Building.

The rapid multiplication of courses and students in the advanced fields of Philosophy, Political Science and Pure Science is putting severe pressure upon the accommodations of Kent Hall and Philosophy Hall. Another building for work of this type should be provided and placed on the site now occupied by East Hall. The two lower stories of such building might properly be assigned to general administrative offices that are now dispersed and inadequately provided for.

Such a building program as that indicated, which leaves untouched the completion of University Hall or the building of the Hudson River Stadium, will call for several millions of dollars. Some portion of this projected expenditure, that for residence halls, can be made to produce a reasonable income on the investment, but much of the expenditure is needed to provide for the educational work of the University through the erection of buildings that produce no return. In a sense, this is a staggering program, but perhaps not more so, as conditions now are, than the program which the University marked out for itself thirty years ago. By pressing home these insistent needs upon the attention of the public and by continuing to serve the public in the multitude of ways through which Columbia pours out its constructive influence, the assistance that is so sorely needed will most surely be obtained.

During the year the Faculty of Columbia College authorized the institution of so-called psychological or
New Tests for
Admission to College general intelligence tests as part of the college admission examinations. This action by the Faculty was due in part to the wish to make a more rigid selection on the basis of fitness among the rapidly increasing number of candidates for admission to Columbia College, and in part to the obvious success of these general intelligence tests when used in the selection of candidates for officers' commissions in the United States Army during the war. Without disturbing the existing admission requirements for those who elect to meet them, the Faculty authorized an alternative system of admission requirements based upon definite and easily stated principles. Under the terms of the new system the applicant for admission to the Freshman Class must submit, on a form provided

by the College, a record of his secondary school work showing that he has completed with satisfactory grades in a school of recognized standing, the studies prescribed for admission to Columbia College. In addition he must answer questions bearing upon his extra-curricular activities in school and to other matters affecting his interests and capacities, as well as write a letter telling why he wishes to go to college, why he has selected Columbia College, and what purpose he has in life, if one has already been formed. A frank estimate of the student's character is furnished by the principal of the school at which he has been a student, and this estimate has to do with a number of specific points in the intellectual, moral and social make-up of the candidate. The requirement of a personal interview with the Director of Admissions, which has been in force for nearly ten years past, is still insisted upon. Students from a distance are relieved of this requirement in case the written information furnished by them is held to be satisfactory.

If the student's application and testimonials are satisfactory, he is then permitted to satisfy the requirements for admission by passing a test of his general intelligence in lieu of the full list of entrance examinations formerly required of him. In these tests he must show that he possesses intelligence distinctly above the average. The very satisfactory results that were obtained by these intelligence tests in the Army are a matter of common knowledge. Therefore the Director of Admissions has proceeded with the application of these new tests with a certain amount of confidence in their soundness and effectiveness. In the one application that has been made of these tests, the results were very satisfactory and the tests were found to be effective in selecting students of high quality, both intellectually, morally and socially.

This new system of admission has a very important bearing on the future of Columbia College. For a number of years past the Faculty has accepted credentials issued by the Regents of the University of the State of New York as substitutes for the examinations of the College Entrance Examination Board. The result was that candidates from New York City and New York State high schools took the Regents examinations as a matter of course, since these are required for high school graduation and are offered to the secondary school student at the conclusion of his study of each of the several subjects in the high school curriculum. Candidates who had not attended schools which gave Regents examinations were, in every instance, required to pass examinations of the College Entrance Examination Board. This meant that it was very much easier for the candidate from a high school in New York State to gain admission to Columbia College than it was for students coming from secondary schools outside of New York State. The disadvantage was particularly marked in the case of those students who did not decide to enter Columbia College until near the close of their secondary school course. Many students from other states near and far would inquire regarding the conditions of admission to Columbia College, and on finding that they would be required to review their high school course from the beginning in order to make sure of passing the entrance examinations, they frequently decided to go to some other institution where the requirements for admission were different and perhaps less difficult to meet.

That this was a practical and not merely a theoretical difficulty appears to be proved by the fact that although the new system of tests for admission was not announced until after the middle of the last academic year, the number of applicants for admission to Columbia College in

September, 1919, from outside of New York State was several times greater than in any previous year. The new system of tests is still an alternative one, but as students admitted by the old system of examination are also required to take the psychological tests, the Faculty will soon have a statistical basis for a definite opinion as to the comparative results under the two systems. The Director of Admissions is enforcing with great strictness the standards of admission prescribed by the College Faculty, and the consequence is that while the College continues to grow rapidly in numbers, the quality of the undergraduate body is steadily improving. There is every reason for satisfaction in the present healthy condition of Columbia College and its undergraduate life.

No small part of the credit for the excellent conditions that now prevail in Columbia College is due to the operation of a system of student self-government that was established in 1907. In May of each year a Board of Student Representatives is elected by the student-body by ballot. The members of this Board, seven in number, have been given almost complete responsibility for all matters which affect student activities, student life, student interests and student discipline. From year to year this Board has assumed an increasing responsibility and it has cooperated not only helpfully, but tactfully and wisely, with the Deans and other academic officers. Certain types of discipline have now by custom been turned over exclusively to the Board of Student Representatives, so that the Deans and Faculties are relieved of very many small matters, in themselves of little importance but under the former system a constant form of irritation between teachers and students.

Student
Self-Government

As a rule the membership of the Board has been made up from year to year from the very best of the undergraduates, a fact which explains both the success of student self-government and the authority which the Board has attained in the life of the University. The chairmen of this important Board for each of the years since its institution, have been as follows:

1909, Harold Fowler; 1910, James C. Mackenzie; 1911, Robert S. Erskine; 1912, Warner C. Pyne; 1913, Clarence E. Meissner; 1914, Charles F. MacCarthy; 1915, Walter W. Dwyer; 1916, Robert W. Watt; 1917, Edward M. Earle; 1918, Thomas G. Schaedle; and 1919, Charles Shaw.

This Board has, among other things, accomplished the following interesting and important reforms:

An association of the non-athletic student activities for the purpose of centralizing those interests for their general good; revision of the regulations for the selection of managers and assistant managers of athletic teams; regulation of interclass contests; drafting rules for class meetings and the election of class officers; supervising the financial administration of certain undergraduate undertakings; the investigation of acts, publicly complained of, which took place at the time of an undergraduate celebration; procuring the resignation of the editor-in-chief of an undergraduate publication because of the alleged improper character of one of its issues; the re-institution of intercollegiate football on a basis satisfactory to the entire University; regulations in regard to Freshman and Sophomore class banquets; organization and supervision of undergraduate participation in the special University Convocations held to confer honorary degrees upon distinguished foreigners; a committee to assist in the mobilization of students for both military and non-military

work during the war; settlement of a number of difficult cases in connection with controversies between students over matters arising out of the war and the selective draft law; bringing forward the proposals for the institution of a student activities fee and for the increase of the number of undergraduates in College residence.

The Annual Reports for 1908, 1913, and 1915 have set out in some detail the development of this most interesting and successful undertaking. It has now reached a point where it may be regarded as a permanent part of the University's life and work. Student cooperation is an assured fact at Columbia and its results have been most happy.

One of the notable educational advances of the year is the institution, under the Faculty of Columbia College, of a course of instruction in contemporary civilization prescribed for all Freshmen. The object of this course is to give first year college students an outlook over the modern world, as well as a point of view that will enable them better to understand and to appreciate their subsequent studies. For those college students who are enamored of the cruder and more stupid forms of radicalism, early instruction in the facts relating to the origin and development of modern civilization and the part that time plays in building and perfecting human institutions, is of the greatest value. For those college students who are afflicted with the more stubborn forms of conservatism, early appreciation of the fact that movement and development are characteristic of life and that change may be constructive as well as destructive, is most desirable. The main purpose of the course is to lay a foundation for intelligent citizenship, and to enable undergraduate students to prepare themselves to make deci-

Course in
Contemporary
Civilization

sions concerning public questions with intelligence and with conviction. It is not the purpose of this course to teach or to preach doctrine, but rather to show the movement of civilization in its great achievement of constructive progress. The content of the course is drawn not merely from history, but from economics, politics, ethics and social science.

This course is not to be the work of any one teacher or of any single department. Its syllabus has been elaborated by some thirty or forty undergraduate teachers working together, and it is now being carried on by sixteen teachers, five times a week, in sections of about twenty-five students each. The course requires a large number of books of reference and a wide range of reading on the part of those who take it. A special College Study has been provided, and through the generosity of alumni properly furnished and equipped with at least fifty copies of each book needed by students in this course. It is too early to estimate the full benefits of this undertaking, or perhaps even to point out the value of its method as an example in other fields of instruction; but it is certain that both teachers and students are deeply interested in the course and have strong faith in its usefulness and power of inspiration.

The question is quite well worth raising, whether it is sound educational policy for a college faculty to prescribe for all students any course that is purely individual or for which a single department is responsible. While it is right and proper that students should elect such courses, it would appear to be sounder educational principle for the faculty itself to take responsibility, as in this case, for the content and carrying on of any course that is prescribed. A good many academic crimes have been committed in the name of what is falsely called liberty of teaching on the part of an individual.

Recent vigorous and illuminating discussions as to the educational value and influence of the study of the ancient classics make it appropriate to trace the development of opinion on this subject as it has been manifested during the past generation in Columbia University.

Position of the
Ancient Classics
at Columbia

From the foundation of Columbia College to 1897, a period of one hundred and forty-three years, some knowledge of both Greek and Latin was required of all students for the degree of Bachelor of Arts. With the removal of the University to the new site on Morningside Heights, a new undergraduate program of study was adopted after the College Faculty had spent more than a year and a half upon its formulation. It was felt at that time that although there was an admirable course leading to the degree of Bachelor of Arts for those who were interested and could profit by the study of the ancient classics and ancient and modern literature, and also an admirable course, technical and professional in character, offered by the School of Mines for engineers, yet little or nothing was being done for that increasing number of students who wished a general training in the so-called newer subjects of history, political science, economics, and natural science.

Various experiments that had been fitfully made with other degrees than that of Bachelor of Arts, such as Bachelor of Letters or Bachelor of Science, had proved so unsuccessful that the Faculty was strongly averse from their repetition. It was also the judgment of the Faculty at that time that while some connection with the study of classical antiquity should be kept because of its marked cultural value, the retention of Greek as a prescribed subject, not only in the college course but also as a required subject for admission, was working hardship to many earnest students who had no opportunity for preparation in Greek. The only way out of the difficulty

seemed to be the adoption of amended requirements for the degree of Bachelor of Arts which, while dispensing with the prescription of Greek, should provide a substitute for it that would as far as possible uphold the standard of scholarship that had hitherto been established for that degree.

The retention of Latin not only as a requirement for admission but also as a prescribed study in the college course was relied upon to maintain the desired connection with classical antiquity. At the same time, elementary instruction in Greek was provided for such students as might wish to include that subject in their program of undergraduate studies. Accordingly, beginning in 1897, all candidates for admission to the Freshman Class of Columbia College were required to pass examinations in English, Latin, and Mathematics, as previously, and also in one of the following three groups:

- I. Greek and French
- II. Greek and German
- III. Advanced Mathematics, French, German, and Natural Science, including laboratory work.

Students who offered Greek for entrance were not required to continue to study it in college, but if they did not do so, they must take Latin through at least the Freshman year. Those students who entered in Group III were also required to take Freshman Latin.

In 1900 a farther step was taken of allowing candidates for admission to Columbia College to enter without Latin. In such case, the student was required to offer a larger amount of modern languages, history, mathematics, or natural science. For students of this type an elementary course in Latin was provided, described as Latin X, to be taken during the Freshman year. Four students were admitted to the Freshman Class in 1900 without Latin and

entered this course, which was also taken by eleven other persons who wished to change their status of special students to that of regular candidacy for the degree. In the following year, seven students were admitted without Latin, and nine others entered the elementary course (Latin X) with them. In 1901 a second year's course of elementary Latin, described as Latin Y, was added. In the case of candidates for the degree of Bachelor of Arts, however, the requirement of Freshman Latin or Freshman Greek continued to be demanded.

In February, 1903, the College Faculty appointed a special committee to consider and report upon the entire subject of the curriculum, and what readjustment, if any, was needed therein. In December of that year, this committee presented an elaborate report that was considered at length by the Faculty through several months. The point of chief interest in connection with this report was the proposal to establish the degree of Bachelor of Science, to be conferred upon students who neither offered Latin for admission nor took Latin as undergraduates. This recommendation was adopted by a divided vote on February 26, 1904. The whole question of the program of study was then referred to a new committee, which reported on January 13, 1905. On January 20, 1905, the recommendations of this Committee, with some amendments, were adopted, including that which re-established the degree of Bachelor of Science.

The Trustees of the University, on receiving this report, requested the Faculty to reconsider its action in recommending the re-establishment of a second form of the bachelor's degree. After long discussion, the Faculty by a vote of twenty-two to ten re-affirmed the principles embodied in the decision of January 20, 1905. Therefore, beginning with the academic year 1905-1906, Latin X was discontinued, and beginning with the academic year

1906-1907, Latin Y was discontinued. After 1905-1906, all candidates for admission to the course leading to the degree of Bachelor of Arts were required to pass an entrance examination in elementary Latin.

The following note inserted in the Minutes of the College Faculty, under date of April 28, 1905, summarizes briefly the views of the majority of the Faculty, as expressed in the debates preceding the action by which the degree of Bachelor of Science was established:

It was held that the difference in the requirements for the degrees of Bachelor of Arts and Bachelor of Science, as provided by the new program of study, is greater than at first sight it appears to be, since the one year of college Latin required for the degree of Bachelor of Arts is superimposed upon at least four years of preparation at a time when the teaching of Latin in High Schools and other secondary institutions is steadily increasing in efficiency and thoroughness.

It was believed, also, that the divergence between the two courses will gradually increase, and that the degree in science will soon come to possess a very definite meaning and a no less definite value. The majority of the Faculty did not regard the awarding of two degrees as necessarily an ideal measure when considered in the abstract; but it was believed to be the wisest and most practical solution of the present educational problem, after taking into account the special needs, conditions, and traditions of Columbia College.

Finally, in view of the fact that all the other elements of the earlier curriculum are represented in the studies prescribed for the degree of Bachelor of Arts, the majority of the Faculty deemed it fitting to retain the classical element as well, and thus to preserve an historic continuity between the old curriculum and the new.

For the ten years following, Columbia College retained this system of two degrees, Bachelor of Arts and Bachelor of Science. In 1914, however, it was pointed out by Dean Keppel in his Annual Report that it had become quite

evident that a large majority of the students in Columbia College had found the requirement of Latin or Greek to be distinctly onerous. The Committee on Instruction of the Faculty then came to the opinion that this requirement no longer had adequate educational justification. Dean Keppel showed that in 1913-1914 the undergraduates had chosen their electives in the following fashion:

English and Modern Languages	785
History, Economics and Politics	571
Philosophy and allied subjects	410
Experimental Science	320
Mathematics	167
Classics	77
Miscellaneous subjects	94

Dean Keppel went on to say that the prescription of Latin had doubtless deterred many desirable students from entering Columbia College or, having entered, from remaining to graduate. He asserted that the operation of the existing regulation resulted in the imposing of a large number of technical entrance conditions which had greatly added to the burden of the office of the Director of Admissions.

The Committee on Instruction of the College Faculty, therefore, on December 20, 1915, recommended that the Faculty return to its original policy, interrupted only between the years 1882-1889 and 1905-1915, of conferring only the degree of Bachelor of Arts. After long discussions at formal meetings and at informal conferences of the Faculty, it was voted on February 21, 1916, to discontinue the degree of Bachelor of Science for college students, and to abolish the requirement of Latin for admission to the Freshman Class. This plan was concurred in by the University Council and accepted by the Trustees.

Since 1916, therefore, it has been possible for students who have never studied either Greek or Latin to enter

Columbia College and to proceed to the degree of Bachelor of Arts without acquiring any knowledge of either language.

As to the present state of the classics at Columbia, it may be pertinent to point out that the number of students taking courses in Greek and Latin has diminished very greatly. This change has perhaps been inevitable, since Latin and Greek literature, art, and life usually seem to the young American very remote from the life of today. This movement has been hastened, however, by the rise of many new subjects which were bound to develop rapidly and to absorb much if not most of the undergraduate's time and interest. These new subjects are so many and so widely extended that their representatives have often insisted not only that Greek and Latin be no longer prescribed, but that programs of study be arranged which make it difficult for the student who wishes to take an extended course in Greek and Latin to do so.

A second reason for the decline in the number of those who study Greek and Latin in college is undoubtedly to be found in the manner in which those subjects have been taught. There has been too little attempt to give the student a sufficient mastery of the language to enable him to read it rapidly and to grasp quickly and surely the essential ideas of the author read, although these very ideas have played so large a part in the development of the modern world. There has been too little emphasis laid upon this fact and very little correlation established between the study of the classics and other fields of knowledge to which the classics stand in important relationship. It is certainly desirable that ancient types of literature be studied in immediate association with specific modern examples of similar types.

A long step forward has been taken by the recent action of the Faculty of Columbia College in making the entrance examination in Greek and Latin to consist chiefly of

translation at sight. While it is perhaps not easy for anybody but an exceptionally gifted student to acquire this power, better results than were formerly had are surely possible and are, in fact, already being reached. It is the aim of the teachers of Greek and Latin at the present time to bring their students much more closely into touch than heretofore with ancient ideas and ideals, with ancient life, and with ancient political, moral, and social relationships, as well as to emphasize more effectively the relations of Latin with English and French and of Greek with the terminology of modern science. It is felt that in the farther development of such courses as those that have to do with the life and thought of the Greeks and Romans, with Greek and Roman manners and customs, and Greek and Roman art, there lies the promise of a new revival of classical study.

Among the difficulties in the way of bringing about a revival of interest in classical study is the fact that the undergraduate student, like the modern world in general, wishes to see immediate practical results from his efforts. He unfortunately lives almost wholly under close limitations of both time and space; he lives in the present and in the play of his own personality within his own community. The peoples and literatures of long ago seem too remote to gain his interest, and even when their relation to his own day is pointed out, he is apt to ask why a knowledge of the latter will not suffice. The only answer is, of course, as Gilbert Murray has wisely said, that the study of the present isolates, whereas the study of far distant times, if these be really great, sets one free. Perhaps real philosophy and ripe cultivation can come only late in life, and it is no wonder therefore that the modern student, intensely practical and the child of his own age, cannot see the value of the larger life into which he might easily enter.

Something may also be due to the disinclination, very marked in America, even among the so-called educated classes, to gain a real acquaintance with other languages than their own. Linguistic study as such, even for purely practical purposes, has not often appealed to the young American. He prefers to batter his way through the world with his own peculiar English, rather than to smooth out his path by gaining a mastery of French, Italian, Spanish, or German. Professor Paul Shorey has called attention to the fact that the study of the older forms of the Romance and Germanic languages, never very popular among American students, is already beginning to go the way of the study of the ancient classics.

The experience of those young Americans who served in Europe during the war seems likely to affect them in one of two ways: some of them will have gained an insight into the necessity and value of knowing a foreign language, while others will only have acquired increased contempt for those foreigners who are so unfortunate as not to be able to speak English.

There is food for thought in the statement made by Dr. Parkin, Executive Officer of the Rhodes Trust, in a recent article on the Rhodes Scholarships, wherein he points to the markedly high proportion of failures on the part of American candidates to pass the very moderate examination required for entrance to Oxford University, and the fact that this high percentage of failures is found not alone in the classical languages but in the so-called more modern subjects as well. May it not be true that the American student resents the demand for the close and long-continued application necessary to an accurate knowledge of any difficult subject? Is it not true that this attitude has been carefully fostered for years past by many school and college teachers who, themselves without a sound educational philosophy, have spread abroad false notions of thoroughness and discipline among the unfor-

tunate students in their charge. Too many schools and colleges are deserting the familiar grounds of sound educational principle for the shifting sands of expediency, popularity, and quick, if unsatisfactory, results.

The center of gravity of a university's interest moves from point to point. The fundamental interpretative subjects, history, literature, and most of all philosophy, of course retain their primacy amidst all change. Fifty years ago the center of gravity lay in the classical languages and literatures. It then moved, with results that were not entirely satisfactory, to the natural and experimental sciences. From these it moved a little later to the field of social and political science, and there perhaps it rests at the present time, although in a state of unstable equilibrium. It seems likely that in the near future the most important subjects in Columbia University are to be public law, international relations, public health, chemical engineering, business administration, training economic advisers for industrial and financial institutions, and the teaching of French and Spanish. The political, economic, and purely business developments of the past decade, especially as these have been influenced by the war, combine to bring about this result. The work now being provided in these various subjects should be carefully examined and studied with a view to its improvement, strengthening and development, in order that there may be no lack of leadership when the increased demands are made upon us.

The University
Center
of Gravity

The outstanding part that engineering and engineers have played in the war and the large amount of attention given to intensive training of men in technical subjects by both the Army and the Navy have just now directed increased attention to long discussed problems of

Problems and Standards
of Engineering Education

engineering education. Wherever these problems are seriously and capably discussed, it seems to be agreed that while engineering schools may have turned out well-trained graduates, those graduates have not been on the whole sufficiently well-educated men. Of late, committees of some of the engineering societies have been asking the question: "Do engineers as a group have the same standing and influence in their communities as men in other professions?" They fear the answer is in the negative, and many allege as the reason that engineers are on the whole not so well-educated as their contemporaries in other professions. However this may be, it is a fact that, coincident with the growing importance of engineers in public life, the requirements of the times are setting broader standards of education for the engineer. For example, a report just issued by the Committee on Development of the Institute of Electrical Engineers and endorsed by the Institute in convention, declares squarely in favor of a six-year course in Electrical Engineering, two years of this to be given to the study of the humanities.

These tendencies toward a higher ideal of education for the profession of engineering have been operative in our Schools of Mines, Engineering and Chemistry for many years, and in the decade preceding 1912 much was made of the six-year combined course in which the student spent two years in Columbia College and four years in the engineering school, receiving both the bachelor's degree and the engineering degree. As a group these combined course men, together with graduates of other colleges who came to our engineering schools, have stood well above their fellows in their performance as students and the success they have attained as engineers. In the period from 1900 to 1912, 22 per cent. of our engineering graduates held also the bachelor's degree previously attained. At the same time in common with other engineering

schools we were graduating a considerable number of men who were not destined to practice engineering and who, although carrying their studies passably well, would not have chosen a professional training in engineering had their choice been made after a year or two of college work instead of before coming to college at all.

With these things in mind, the Faculty and Trustees, aided by the advice of a committee of alumni appointed by the Alumni Association, determined in 1912 upon the present arrangement for the education of engineering students; that is, a three-year professional course of engineering in its several branches based on admission requirements to be met ordinarily by not less than three years of college work, including specified and thorough training in mathematics, physics, and chemistry.

The curriculum might have been arranged as a single six-year course under the engineering faculty, but following the well-tried method of our professional schools of medicine and of law, it was decided to divide the course into two parts, the collegiate or non-professional part, and the engineering or professional part. This is not an arbitrary division; the subjects of study required in the three collegiate years are the humanities, mathematics, physics, chemistry, and elementary drafting, constituting a preparation suitable not only for the engineering student but also for the student who expects to work in any of the physical sciences, or who desires a liberal college education. While it is expected from analogy with our other professional schools that the larger number of students entering the Schools of Mines, Engineering and Chemistry will obtain the required preparation in other colleges, there has been established by the Faculty of Columbia College, acting in close cooperation with the Faculty of Applied Science, a three-year curriculum which prepares in a most satisfactory manner the student for admittance to the

engineering schools, and at the same time enables him to take all the subjects that are specifically required by Columbia College for the Bachelor of Arts degree. The student who completes this three-year pre-engineering course and the first year of the engineering curriculum is credited by Columbia College with having fulfilled all the requirements for the degree of Bachelor of Arts.

Whether the prospective engineering student obtains his college preparation in Columbia College or by a proper course of study in any other good college, it is expected that in this part of his academic career, his work will be done in the spirit of the earnest college student, and that he will not fail to take advantage of all the college affords in the way of extra-curricular activities, which mean so much in the development of the ability to live with and work with one's fellows. When the student comes into the school of engineering for his three years of professional study he is, on the other hand, expected to undertake his work in the spirit of the graduate or professional student, who throws himself wholly into the work of preparation for his chosen profession.

Viewed in detail, two ideas with respect to the content of the curriculum were dominant. First, that for reasons relating directly to his achievements in practice as well as for his own self-satisfaction the engineer has need of a broader education in the humanities than can reasonably be arranged in a four-year course, for the engineer needs the broader outlook on life that comes from contact in college with men who have other than the engineering viewpoint. Second, that the effective method of arriving at a higher standard in the study of engineering subjects is to base this study on the more thorough and scientific training in the fundamental sciences of mathematics, physics, and chemistry.

No less cogent were certain considerations relating not directly to the content of the curriculum, but to the membership of the student body. Fewer than 50 per cent. of the students who enter engineering schools remain to graduate. Many of those who do stick it out would have done better to follow other courses. The decision to attend an engineering school is usually made at an early age and frequently on insufficient grounds, but once in, the student who is good enough to hold his place is likely to desire to finish the course. This means that even after the inevitable clearing out of the large mass in the first and second years of the usual four-year course, there are left a considerable number of students whose influence is inevitably to depress the standards of instruction, who cannot be dropped from the schools but who would certainly be more in place in some other system of training. The clear differentiation in our present program between the undergraduate work and the professional school work, together with the deterring influence of the longer course upon those whose resolve is not firmly established, operates to collect in our professional engineering school a group of men of sound and homogeneous preparation, each of whom is there for good reason. The interaction of the minds of these well selected students on one another is by no means one of the least important features of this arrangement and the possibility of a much higher standard of instruction is obvious. As for those other students who may have spent one or more years in college looking forward to an engineering course only to discover that their real interest lies elsewhere, they are when in college in the very best situation for directing their attention to preparation for other fields of labor.

That the present course appeals to a special class of young men, namely a class of students who desire the broadest, most thorough education for the engineering

profession and have the faith that their own ability and character are worth the investment of six years of college and professional school, is one of the strongest reasons why Columbia is rendering this distinct educational service. However, the arrangement of the curriculum and the lengthening of the course, together with an improvement in the ability of the student body, will not suffice to bring about the improvement in engineering education aimed at by the University. It is fundamentally necessary, and considered a part of the general plan, that the teaching staff shall be strengthened in its work in every way possible, by the addition of the ablest men obtainable, by affording the young men already on the staff the best opportunity for development, by the provision of equipment as needed to keep the instruction at the highest point of efficiency, and by constant and tireless effort on the part of teachers and administrative officers to maintain the closest harmony and cooperation in all the work. As the report of the Alumni Committee in 1912 put it:

This is an undertaking involving not only the point of view from which the course is conceived, or the curriculum in which it is embodied, but also the provision of staff and equipment adequate to carry out the ideals and purposes efficiently.

An essential part of this development is the greater encouragement of research on the part of instructors and students. A certain amount of experience in work on research problems is now required for each of the engineering degrees, and while few graduates may become strictly research men the spirit that leads to the recognition of new problems, their analysis and their solution, is essentially the same for the progressive engineer and for the research worker. There is much opportunity for work of research in every engineering department. The limitations of profitable work independently and in cooperation with industries seem only to be set by the

expense of provision of staff and laboratory space and equipment.

Viewed in the large, rather than in detail, the program offered by the Schools of Mines, Engineering and Chemistry with its differentiation between collegiate preparation and professional study is simply part of the evolution of the American system of education for the professions. The leading professional schools of medicine and of law have already passed through this stage of development, and in medicine a collegiate preparation of two or more years before entering upon the professional study has passed beyond being merely recognized as desirable, and has become a legal requirement in a number of states. The present arrangement of the engineering course at Columbia has placed the Schools of Mines, Engineering and Chemistry on exactly the same basis as the School of Law.

The fact that our experience of a new course in engineering has been largely coincident with our two years of war has greatly interfered with the normal development of the work and the growth in numbers of students. Because of the greater maturity of our students as compared with students of other engineering schools and also their better preparation on the average for technical duties especially, a larger fraction of our students went into naval and military service than from any other school. It is a valuable commentary on the attitude of the students we have had, to note that almost every one of them who went to war is coming back to complete his professional engineering course.

Certain facts have, notwithstanding the interfering conditions due to war, been quite apparent in our experience of four years with the new arrangement. The members of the teaching staff find that the superior preparation and the more determined interest of the students do indeed

enable a much higher standard of instruction to be set. Furthermore, the average performance of students in the engineering schools as indicated by the examination grades is markedly better than it was formerly. That the course is attracting students of superior ability and character is perhaps best illustrated by a fact previously cited in an annual report by the Dean of the Faculty. When the Faculty was requested by the Chief of Engineers, U. S. A. to recommend for the Engineer Enlisted Reserve such students over twenty-one years of age as were in the judgment of the Faculty entitled to be ranked with the first third of the graduates of the past ten years in scholarship, character and qualities of leadership, four out of every five students were judged to deserve this recommendation. Moreover, this occurred at a time when a large number of the students of the best records and finest characters had already gone into military or naval service.

The three-year course in Columbia College preparatory to engineering is a very essential element in the University's work and the work done in Columbia College, particularly through the training in the fundamental sciences, to a large extent determines the pace that can be set in the professional school. Since it was started in 1912 this course has firmly established itself as one of the important parts of the work of Columbia College; the character of student pursuing this curriculum and the quality of work done by him has attracted attention throughout the College and has been influential in directing the attention of the College Faculty to the advantage of more intensive and purposeful curriculums for other groups of students. However, the pre-engineering students are not encouraged to consider themselves a separate group in college; in their classes they are naturally rather grouped by themselves, but they do not study "Engineering History" or "Engineering English"; they are simply encouraged to get the best there is out of

American college training and college life. Many students begin the pre-engineering course who do not finish it, or who take it not at all as preparation for engineering but as an excellent academic course with major interest in the physical sciences. Of the students in college who have at some time started in to take this course more than half have not completed or continued it. In the main these were students who found that their interest merely lay in other directions and who turned from the engineering course to other college work more desirable for them with no difficulty or embarrassment. Modifications have been made as they appeared desirable in the content and administration of the pre-engineering course; the most important modification being the arrangement whereby the student who completes the three-year pre-engineering course and thereafter the first year of the engineering school is awarded the bachelor's degree by Columbia College. Before this arrangement went into effect students were led to attempt to do too much work in the effort to obtain the bachelor's degree at the end of three years.

The situation with respect to students coming from other colleges; usually after graduation, to study engineering is not entirely satisfactory, nor is it so easy to adjust as relations with the Columbia College pre-engineering course. While the quality of students entering from other colleges is at least as good as that of those coming in from Columbia College, too many of these have very uneven preparation, usually through not having realized in college the importance of fundamental scientific study, and consequent failure to attain the required degree of preparation in mathematics, physics or chemistry. This is not so much because adequate preparation cannot be obtained in any of the better colleges, as it is on the one hand the fact that many of these students had not decided to prepare for engineering until toward the

end of their college course, and on the other hand that they have not informed themselves in time of our admission requirements. Efforts to remedy this condition and to assist students while still in college to arrange their work to meet our admission requirements are meeting with increasing success, and at the present time there are students in numerous colleges over the country who have selected their courses of study under the advice of our Committee on Admissions. It would be a great service to students in colleges throughout the country who are looking forward to studying engineering after graduation from college to have them understand more clearly the desirability of attaining their preparation in the fundamental sciences regardless of the question of whether they come to Columbia for their engineering studies or to some other school. Many students would be saved a year of time before graduation by a better appreciation of their situation. In the present third-year class of the pre-engineering course there are registered eight students who are already college graduates and who therefore will be spending four years for the engineering degree in addition to the time they spent in college for the bachelor's degree.

While events of the past two years have been by no means favorable to making needed additions to the Faculty and to the improvement of the equipment for instruction and research, certain progress has nevertheless been made. In order to take care of the greatly increased amount of work in Chemical Engineering a new associate professor and a new assistant professor have been added to the department, both of them men who bring to the University new strength in this field. In the Department of Mining a new professor of ore dressing has been added to the staff. The main addition to the equipment that is now being made is in the Department of Mechanical Engineering where \$25,000 is being expended

for new apparatus and machinery, although improvements of less magnitude are in progress in other departments.

The recently organized School of Business is developing rapidly on sound lines. Through the munificent gift of Mr. A. Barton Hepburn, an endowment has been provided for this new work which assures its uninterrupted and successful development.

Training for
Business

The facts and processes of business have now been drawn into the circle of subjects concerning which University instruction may profitably be given. It has long been recognized on the continent of Europe that trained and scholarly business men were as important to a nation's welfare as trained and scholarly lawyers, physicians, and teachers. Before the war the Germans had probably been the most assiduous of all modern peoples in preparing men by formal study and training to take an effective part in business management at home and to extend the country's foreign trade as well. In France and in Switzerland no little attention has been given to this subject for some time past, and in England there has been the liveliest interest in it for a number of years. An important company of English men of affairs recently signed a public manifesto in support of the proposal of the University of London to establish degrees in commerce, and to offer the training necessary to proceed to these degrees. It was pointed out that commerce has hitherto labored under a disadvantage in that, first, there has been no recognized course of training to prepare the man who wished to enter business. The best he could do was to go into an office or a factory and there pick up the necessary knowledge as best he could. In the second place, there has been no accepted standard to which he must or could attain and according to which his business abilities and their value could be measured. The physician, the lawyer, the teacher

all have qualifying examinations to pass. The prospective business man, however, has nothing before him but the usually unassisted and unguided opportunity for experience.

What the universities can do is to offer degrees in commerce to those students who pass with success through a curriculum which aims at giving a sound grounding in business methods, with practical knowledge in such fundamental subjects as economics and geography, together with genuine mastery for practical purposes of one or two modern languages, and also specialized training in particular topics appropriate to different types or branches of business.

The Chamber of Commerce of the State of New York has long taken an active interest in this subject, and as recently as December 18, 1918, adopted a carefully prepared report approving a syllabus of examinations for Junior Commercial Education Certificates, to be issued under the authority of the Chamber. This action contemplates the establishment here in America of a policy that has been carried on in England since 1890 by the London Chamber of Commerce, and which is also carried on in Paris. It is important that the School of Business of Columbia University should work in close relationship with the Chamber of Commerce, and should have the benefit of the counsel and criticisms of that Chamber and of its appropriate committees.

It is appropriate that the report, which was accepted by the Chamber of Commerce on December 18, 1918, as the basis for its action, should be here printed in full:

To the Chamber of Commerce:

American foreign trade has suffered from three discouraging handicaps in the past and is not entirely relieved from them at the present time.

IN THE DAYS OF WOODEN SHIPS

In the days of the clipper ship, American tonnage was supreme, because the American forests supplied in abundance the material necessary for shipbuilding and gave to America an advantage over her competitors. When iron and steel supplanted wood as a basic material in shipyard requirements, the advantage swung to Europe, and especially to England, where the steel and iron industry reached a high state of development long before a similar progress was made in the United States. With iron ore at hand in sufficient volume the old world with its much greater mobile capital necessarily took the lead in supplying ocean tonnage to the world, because the European countries could supply it more cheaply. American registry was for a century denied to foreign-built ocean vessels and hence Americans were debarred from purchasing vessels where they were best made and sold most cheaply. In case vessels were built at home the cost was so much greater as to over-capitalize their business. Statistics show the logical result of these conditions. In 1861, 72.1 per cent. of exports from the United States were carried in American vessels. This percentage gradually diminished until in the year 1909 it was 7.3 per cent. and in 1913, 9.1 per cent. As to foreign goods imported into the United States, in the year 1861, 60.1 per cent. were carried in American bottoms; whereas only 11.4 per cent. were carried in American bottoms in 1913. That means that the United States in seeking foreign markets for its goods was obliged to make shipments under the flag and in the bottoms of other nations. It means that our rivals transported our goods and fixed the freight that we must pay in selling goods in competition with them. Our government is now in the shipping business and when it retires, as it should, in the not distant future, it is much to be hoped that Congress, by wise legislation, will put the American Merchant Marine upon a competing basis with the ships of other nations.

BANKING SYSTEM

The National Banking System represented mainly the commercial banking power of the nation from 1865 until 1914.

National Banks were forbidden to have branches or agencies in other states or nations. They were forbidden to do business anywhere except over the counter of each bank at the place named in its charter. Hence, all foreign business had to be financed through foreign bankers. Our merchants were made dependent upon rivals for transportation and upon rivals for the financing of their transactions. The Federal Reserve Banking System has corrected this as to banking and now American money can follow American business to its destination anywhere all over the world.

AMERICANS ARE NOT LINGUISTS

A third and equally embarrassing handicap consists in the fact that American business men are not linguists. The isolation of our country prevents our coming in contact with the people of other countries and hence prevents the acquisition of their language by personal converse. They cannot do business in the language of the foreign countries with whom they have commercial dealings. They have to employ their rivals to conduct their negotiations and carry on their business abroad. This handicap should be removed, and it would seem to be the duty of this Chamber to exercise its power and its influence in an effort to place Americans on a par with the business men of other nations in respect to the use of modern languages. We have many important schools and colleges throughout our country in which languages are taught and well taught in the main, but the instances are rare in which their graduates are able to speak the modern languages freely, to think in these languages, to compute and do business in such languages. Such qualifications are absolutely necessary on the part of business men where competition is intense. In such circumstances, trade is likely to follow the ablest and best equipped negotiator.

PREVIOUS ATTEMPTS

The criticism upon the teaching of our schools at the present time, in their curriculum designed to fit students for a business career, is that they are too academic. They may lay the

foundation, but they do not bring the students sufficiently close to the practical requirements of actual business. This Chamber attempted a few years ago to create a business college in connection with our City College. We arranged funds for a building and funds for equipping the same and flattered ourselves that we had reached a successful issue. The Board of Estimate and Apportionment, however, at the last moment, turned down our offer, and no progress was made.

THE PROPOSAL

We are now asking ourselves what can this Chamber do, in and of itself, unaided, to foster commercial education and equip the business men of this country to contend for foreign trade. We have at our very doors the West Indies, Mexico, Central and South America, where the Spanish language predominates and where the Portuguese language prevails to considerable extent. We are not well equipped to take this trade that by propinquity and natural reciprocity should be ours. As a nation, we should be so familiar with Spanish, Italian, French, German, Portuguese and even Russian, that we could meet the representatives of the countries where those languages prevail, and do business with them in their own language. We have failed to establish a Commercial College, but can we not achieve results in another way? Can we not establish a system of examinations and, as a result, issue certificates of proficiency or diplomas, to those who successfully pass such examinations? By prescribing curricula of studies in which applicants must pass in order to receive a certificate, we would proclaim to the public the studies which in our judgment were indispensable for various branches of commercial education. We would thus focalize the minds of educators and students upon the subjects that should receive emphasis in a commercial education. And if we are right in our prescription of studies, it would serve to turn educational effort in the right direction all along the line. It would have a good educational effect. Two grades of certificates should be issued, a Junior and a Senior grade. The Junior grade should require the fundamentals necessary in a successful business career,

plus the ability to do business in one modern language, in addition to English. The Senior grade should require all the fundamentals and a greater range of studies and higher proficiency than the Junior grade. Ability to do business in at least two modern languages other than English should be required. The Junior grade would approximate the level of the high school graduate. The Senior grade would reach beyond the clerical level and would apply to the business manager and negotiator. It should equip such men as the Germans sent to, and employed so successfully in, South America, according to the Honorable James Bryce.

A system of examinations is not the ideal way to ascertain one's qualifications, but properly conducted, it will be a fair way and a fairly effective way.

This Chamber without additional room or equipment can inaugurate such a system. It will cost something but will not be expensive, and the expense can be arranged for. The examinations would be open to any one from any part of the country, of either sex, and no matter where or how educated, the requirements would demand character and proficiency. We have a multitude of educational institutions in the country and we expend vast sums of the taxpayer's money annually in support of public education. Any one seeking to qualify for the proposed certificates will find ample school facilities. Probably many applicants would qualify in night schools and extension schools. There are many who cannot matriculate in any school and give up their whole time to a course of study. This class supplement their day's labor by qualifying work in night schools. They work for a purpose; they need no prodding; they seek education as a tool, as a weapon to aid them in life's struggle. There is one important educational institution that has less than two hundred in its regular commercial school and over seventeen hundred in its night school. This shows the demand for a better education on the part of poor people; this shows the response that would be made to our educational offer. We have many collegiate institutes in this city, many more conveniently near in this and adjoining states. From these institutions we can draw ample material with

which to conduct examinations. The Board of Regents of the State of New York could render first-class assistance and the proposed system of examinations is entirely feasible and practicable, should the same commend itself to your judgment.

The proposed certificates, issued by this Chamber, would possess a commercial advantage that would cause them to be sought, and would, therefore, be an inspiration to commercial education.

PRECEDENTS

As to precedents, the Chamber of Commerce of London has been conducting examinations and issuing certificates of proficiency since 1890. Literature from the London Chamber reports very great success in the enterprises and claims most gratifying results. London merchants give preference in employment to any one holding the London Chamber Certificate. In Paris a somewhat different practice prevails, although conducted along analogous lines. There are several schools under the direction of the Chamber of Commerce and the Minister of Commerce and Industry. These schools are designed to qualify for employment in commerce and industry and banking. Commercial secondary instruction is provided for young people between the ages of twelve and seventeen years who desire to enter early into business. Those who satisfactorily pass requirements receive a certificate from the President of the Chamber of Commerce. Higher commercial instruction is provided for young people between the ages of sixteen and twenty. The higher diploma is delivered to the pupil by the Minister of Commerce and Industry. These schools offer complete technical instruction for young people wishing careers in commerce, banking and government. A special course is given for preparation for diplomatic and consular careers. Diplomas or certificates are delivered to those who have satisfactorily passed examinations at the end of their studies.

The first higher school of commerce in Germany was established in 1898 at Leipsic. Responsibility for it was assumed by the Leipsic Chamber of Commerce with the support of the Saxon government. The school is managed by a senate composed of

a member of the Saxon government, a representative of the municipality of Leipsic, the president and two members of the Chamber of Commerce, three professors of the University, and two teachers from the High School of Commerce, and the director of the school. At the end of five years the school enrolled over five hundred students, nearly one-half of whom were foreigners. Among the subjects taught are: theoretical and practical political economy, including coinage, weights, measures; banking; exchange; commercial politics; statistics; credits; transportation; insurance; finance, including taxation; public credit; customs and customs duties; knowledge of goods and technology; general law; commercial law; law of exchange; bankruptcy; colonial policy; and eight modern languages practically taught. Similar schools were founded in Cologne in 1900, in Frankfort in 1901, and a little later in Berlin. A diploma requires two years of study.

Had we succeeded in establishing our College of Commerce it was in contemplation to follow somewhat closely the practice of Germany, with such changes as would be necessary to fully adapt the college work to American conditions. A system which has worked well in London and Paris is worthy of serious consideration and it is with that belief that we submit to you a proposal to create a system of examinations and to issue to those who establish a proper claim as a result of such examinations, certificates of proficiency. There is no doubt of the responsibility resting upon this Chamber to do what it can in the interest of Commercial Education, as an important means of promoting American Foreign Commerce. The corporation which is now the Chemical National Bank was organized to manufacture chemicals. The Bank of Manhattan Company was chartered to "furnish pure and wholesome water to the City of New York," and in order to keep its charter alive maintains a pump in its back yard for the purpose of furnishing water to whomsoever may demand the same. We see what evolution has done for those corporations. If a better way presents itself to accomplish, in commercial education, what we all desire, may we not confidently hope that evolution will develop our system of examinations and certifi-

cates into that better system? If any added authority is necessary for the Chamber to grant such certificates or diplomas, the Board of Regents has, we think, power to grant such authority.

It would be impossible to add anything of material interest, or importance to the exceptionally complete report on the work of the Medical School which is presented as his last official document by Dean Lambert. On June 30, 1919, Dean Lambert retired of his own accord from the post that he has occupied so long and with so great distinction, to the regret of all his colleagues and despite their protestations. Dean Lambert's service to the Medical School of Columbia University is hard to overestimate. Out of a busy professional life he has taken unnumbered hours for devoted and unselfish service to the interests of the Medical School and for the promotion of sounder ideals and methods of medical education. How far he has succeeded in securing the adoption of his ideas at Columbia, as well as the progress that has been made under his leadership, is recorded in detail in his report. As Dean Emeritus Dr. Lambert will continue to give to the Medical School his warm personal interest and the benefit of his large experience both as student of medical education and as administrator.

The University is to be congratulated upon the designation of Dr. William Darrach as Dean in succession to Dr. Lambert. Dr. Darrach has already made a high reputation as an administrator, both in his hospital services and in his work with the American Expeditionary Force in France. The administrative staff at his disposal has been reorganized and strengthened, and an Associate Dean has been appointed in order that the increasing routine business at the Medical School may be

dealt with effectively on business principles and in order that there may be more personal oversight than has heretofore been possible of the work and needs of individual students of medicine.

Perhaps the most important act of the year was the adoption on January 20, 1919, by unanimous vote of the Medical Faculty, of a preamble and resolutions recommending to the Trustees that formal steps be taken to establish the same relation between the Medical Faculty and the Trustees as existed in the case of the other faculties of the University. To that end the Faculty voted to surrender the last of the special rights reserved to it under the provisions of the agreement by which the College of Physicians and Surgeons became incorporated in the University in 1891. The Trustees at once took action in accordance with the expressed wishes of the Medical Faculty and the way was immediately opened to develop the work of that Faculty and to strengthen its personnel. The membership of the Faculty was enlarged and the conduct of its mere routine business confided to an elected Committee on Administration. Both the Medical School and the University as a whole are to be congratulated upon the fortunate bringing to an end of an exceptional condition which was plainly interfering with the usefulness and best interests of the Medical School itself.

The admission of women students to the Medical School has worked well. By generous gifts from a number of donors, adequate provision has been made for them and it is hoped and believed that their number will increase as the opportunities for women in medicine and in public health service become more widely known and appreciated.

In the Annual Report for 1918 (pp. 31-37) the history of the endeavors of the University to work out, in cooperation with the Presbyterian Hospital, a satisfactory plan for a great medical center was recorded in detail, and the

difficulties that had been met in seeking to raise the large amounts necessary to enable the University to take its part in the enterprise were pointed out. In view of the fact that it had not been possible to reach any agreement of affiliation between Columbia University and the Presbyterian Hospital, the Managers of the Hospital notified the Trustees of the University, under date of January 2, 1919, that it was the intention of the Hospital to terminate the affiliation agreement between the two institutions of April 28, 1911, such termination to take effect on July 1, 1920.

The affiliation agreement referred to was drawn under very different conditions from those now contemplated and had been pronounced unsatisfactory both by the representatives of the Hospital and by the representatives of the University. To terminate this agreement, therefore, might easily open the way, if both the Hospital and the University were so disposed, to restudy the whole question in the light of existing conditions. Meanwhile, the policy of the University remains as defined in the resolution adopted by the Trustees on February 1, 1915. (See Annual Report for 1918, p. 33.)

The entire problem of the development of the Medical School and its hospital relationships has been placed in the hands of the newly appointed Dean for study and suggestion. In cooperation with the Committee on Administration of the Medical Faculty, the Dean is vigorously carrying forward this vitally important work.

Attention should be given to the needs of the Columbia University Press, which although one of the first undertakings of this kind to be organized in the United States, has been allowed to fall far short of its possibilities of usefulness through lack of financial support. The Press as

Columbia University
Press

incorporated with the formal approval of the Trustees of the University in 1893, and its purpose was declared to be "to promote and encourage the publication of literary works embodying original research." In the twenty-five years of its existence the Press has published 259 volumes and 21 pamphlets. Its sales have reached the considerable total of 100,000 copies. These have been distributed literally over the face of the earth, and it is safe to assume that at the present time there is no large or important library in existence that does not carry on its shelves books that bear the imprint of the Columbia University Press.

The Press has been and is an important element in the development of the research work of the University. It has served as a special means of publication and to bring to public attention and to make available to the scholars of the world the products of the teachers and investigators of Columbia University. Under ordinary conditions of commercial publication many of these would never have seen the light, and in some cases would not even have been written. While the operation of the Press on its educational side has been highly successful, on the financial side it has been hampered from the beginning by lack of funds. At the present time the Trustees of the Press have a stated annual income from invested funds of but \$200. For some years past the Press has not been able to meet the annual cost of its operation, and under war conditions its difficulties were notably and rapidly increased. The work of the Press is so important, and indeed so vital a part of the University's higher life and usefulness, that it should receive a sufficient annual appropriation to enable it to keep pace, at least in some measure, with its opportunity for usefulness to the University. No single part of the University's organization can contribute more to its reputation or to its influence than the University

Press if properly supported and continued on the high plane that has marked its management from the time of its organization.

The Treasurer's Report (p. 112) records in detail the gifts and bequests received during the year. These amount to \$2,381,356.43. The largest items are, \$800,238.85 for general endowment from the Executors of the Estate of the late Horace W. Carpentier of the Class of 1848; \$565,861.29 to establish a scholarship fund in memory of Perry McDonough Collins, from the Executors of the Estate of Kate Collins Brown; \$380,000 to establish an endowment fund for the School of Business, from an anonymous donor; \$210,000 for general endowment, from the Executors of the Estate of Robert B. Van Cortlandt of the Class of 1882; \$100,000 to be added to the School of Business Building Construction Fund, from an anonymous donor; and \$95,650 from members of the Alumni Association, to be applied toward meeting the deficiency in the cost of maintaining the work of the University for the year ending June 30, 1918.

The fact that so many and so important gifts were received during a year of business disturbance and exceptionally severe taxation, is gratifying proof that the University maintains its strong hold upon the good will and the generous thought of the community.

For the purpose of comparison with previous reports there follows the usual summary of gifts in money received during the past year by the several corporations included in the University:

GIFTS

<i>Purpose</i>	<i>Columbia University</i>	<i>Barnard College</i>	<i>Teachers College</i>	<i>College of Pharmacy</i>	<i>Totals</i>
General Endowment	\$1,010,888.85	\$859,765.85	\$21,499.99	....	\$1,892,154.69
Special Funds	1,051,914.88	152,105.55	16,847.09	\$250.00	1,221,117.52
Buildings and Grounds	126,478.22	....	....	....	126,478.22
Immediate Use	192,074.48	7,692.00	15,839.69	....	215,606.17
<i>Total</i>	\$2,381,356.43	\$1,019,563.40	\$54,186.77	\$250.00	\$3,455,356.60

The following statement records the gifts made in money alone since 1890 to the several corporations included in the University:

1890-1901	\$5,459,902.82
1901-1918	27,429,553.40
1918-1919	3,455,356.60
Total	\$36,344,812.82

The following officers of the University have died during the year:

On November 9, 1918, Gerard Beekman, A.M., LL.B., a Trustee of the University since 1878, in the seventy-seventh year of his age.

Deaths of University Officers On December 24, 1918, Edward J. Fortier, A.B., Assistant Professor of French, in the thirty-sixth year of his age.

On December 25, 1918, William A. Hervey, A.M., Professor of the Germanic Languages and Literatures, in the forty-ninth year of his age.

On January 8, 1919, Frank W. Jackson, M.D., Professor of Clinical Medicine, in the sixty-third year of his age.

On March 28, 1919, Samuel T. Dutton, LL.D., Emeritus Professor of School Administration in Teachers College, in the seventieth year of his age.

On May 4, 1919, Alexis A. Julien, Ph.D., Curator in the Department of Geology, retired, in the eightieth year of his age.

On May 19, 1919, the Rt. Rev. David H. Greer, D.D., Bishop of New York, a Trustee of the University since 1908, in the seventy-sixth year of his age.

On May 23, 1919, Frank L. Mason, E.E., Instructor in Electrical Engineering, in the thirty-fourth year of his age.

On July 10, 1919, Abraham Jacobi, M.D., LL.D., Emeritus Professor of the Diseases of Children, in the ninetieth year of his age.

On August 8, 1919, John Hipp, Jr., A.M., Assistant in Physics, in about the twenty-sixth year of his age.

On August 23, 1919, Charles Frederick Hoffman, A.B., a Trustee of the University since 1913, in the sixty-fourth year of his age.

For the purpose of record and comparison from year to year there follow the usual statistical exhibits as to the site, the teaching staff, the student enrollment, and the degrees conferred during the year.

THE SITE

	Square Feet	Acres
A. 1. <i>At Morningside Heights</i>		
Green and Quadrangle	734,183	16.85
South Field	359,341	8.25
East Field	90,825	2.08
Deutsches Haus	1,809	.041
Maison Française	1,809	.041
Residence of the Dean of the College	1,809	.041
Residence of the Chaplain	1,809	.041
	1,191,585	27.344
2. <i>At West 59th Street</i>	75,312	1.73
	1,266,897	29.074
B. Barnard College	177,466	4.07
C. Teachers College		
1. <i>At 120th Street</i>	153,898	3.53
2. <i>At Speyer School</i>	4,917	.112
3. <i>At Van Cortlandt Park</i>	575,843	13.22
	734,658	16.862
D. College of Pharmacy	7,516	.172
	2,186,537	50.178
<i>Grand Total in New York City</i>		
E. Camp Columbia, Morris, Conn.		585.3
<i>Total</i>		635,478

TEACHING STAFF

Teaching Staff	Columbia University	Barnard College	Teachers College ¹	College of Pharmacy	Total ²	
					1918	1919
Professors	175	19	24	5	179	175
Associate Professors	53	12	9	3	55	53
Assistant Professors	113	5	28		116	113
Clinical Professors	20				25	20
Associates	47	4	9		63	56
Instructors	193	21	79	6	317	278
Curators	2				2	2
Lecturers	39	12	31		67	70
Assistants	54	7	34	4	117	92
Clinical Assistants	94				106	94
<i>Total</i>	<i>790</i>	<i>80</i>	<i>214</i>	<i>18</i>	<i>1,047</i>	<i>953</i>
Administrative officers, not enumerated above as teachers	37	11	19	3	51	51
Emeritus and retired officers	28		2	2	30	28
<i>Total</i>	<i>855</i>	<i>91</i>	<i>235</i>	<i>23</i>	<i>1,128</i>	<i>1,032</i>

¹ Excluding the Horace Mann School.

² Excluding duplicates. Extension Teaching officers not included.

The total enrollment of students at the Winter, Spring, and Summer Sessions, as compared with that for the year 1917-1918, was as follows:

STUDENT ENROLLMENT

		Totals	Gain	Loss
A. Winter and Spring Sessions				
<i>Undergraduate Students:</i>				
Columbia College	1,486		171	
Barnard College	715		18	
<i>Total Undergraduates</i>		2,201		
<i>Graduate and Professional Students:</i>				
Political Science, Philosophy and Pure Science	774			278
Architecture	41		2	
Business	126		49	
Journalism	65			11
Law	233		14	
Medicine	485			69
Mines, Engineering and Chemistry	92		11	
Pharmacy	343			181
Teachers College:				
Education	1,073			5
Practical Arts	1,290			17
Unclassified University Students	115		8	
<i>Total Graduate and Professional Students</i>		4,637		
B. Summer Session (1918), including Undergraduate, Graduate, Professional, and Unclassified Students		6,022		
C. Extension Teaching				
Regular Courses	7,052		336	
Special Courses (brief courses bestowing no general University privileges and carrying no academic credit)	1,303			754
<i>Total Extension Teaching</i>		8,355		418
<i>Grand Total (Gross) for 1918-1919</i>		21,215		828
<i>Less Double Registration</i>		2,783		
<i>Grand Net Total receiving instruction from the University</i>		18,432		
<i>Students' Army Training Corps and Naval Unit</i>		2,204		

DEGREES CONFERRED

During the academic year 1918-1919, 1,466 degrees and 449 diplomas were conferred, as follows:

COLUMBIA COLLEGE:		SCHOOL OF BUSINESS:	
Bachelor of Arts	104	Bachelor of Science	13
Bachelor of Science	49	Master of Science	<u>7</u>
Bachelor of Arts Certificate for Academic Record and National Service	<u>67</u>		20
	220	EXTENSION TEACHING:	
BARNARD COLLEGE:		Certificate in Secretarial Studies	*7
Bachelor of Arts	137	Certificate in Optometry	<u>6</u>
Bachelor of Science	<u>4</u>		13
	141	COLLEGE OF PHARMACY:	
FACULTY OF LAW:		Pharmaceutical Chemist	8
Bachelor of Laws	44	Bachelor of Science	<u>0</u>
Master of Laws	<u>3</u>		8
	47	FACULTIES OF POLITICAL SCI- ENCE, PHILOSOPHY AND PURE SCIENCE:	
FACULTY OF MEDICINE:		Master of Arts	241
Doctor of Medicine	138	Doctor of Philosophy	<u>52</u>
Bachelor of Science	<u>31</u>		293
	169	FACULTY OF TEACHERS COLLEGE:	
FACULTY OF APPLIED SCIENCE:		Master of Arts	257
Engineer of Mines	2	Bachelor of Science	330
Metallurgical Engineer	0	Master of Science	9
Civil Engineer	4	Bachelor's Diploma	199
Electrical Engineer	1	Master's Diploma	162
Mechanical Engineer	0	Doctor's Diploma	<u>3</u>
Chemical Engineer	7		960
Chemist	0	<i>Total Degrees and Diplomas</i>	
Master of Science	<u>0</u>	<i>granted</i>	1,915
	14	<i>Number of individuals re-</i>	
SCHOOL OF ARCHITECTURE:		<i>ceiving them</i>	1,573
Bachelor of Architecture	5	COLLEGE OF PHARMACY:	
Master of Science	0	Graduate in Pharmacy	127
Certificate of Proficiency in Architecture	<u>5</u>	HONORARY DEGREES:	8
	10		
SCHOOL OF JOURNALISM:		*Note: Addenda to 1917-1918 2	
Bachelor of Literature	<u>20</u>		
	20		

NICHOLAS MURRAY BUTLER

President

November 3, 1919

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

As Dean of Columbia College, I have the honor to present the following report for the academic year of 1918-1919.

During the Winter Session of the year just past, the resources of the College were placed at the disposal of the Government.

The entire staff of teachers, all of the recitation rooms, the dormitories, and even the extra-curricular interests of the undergraduates, such as the Spectator and the football team, were temporarily conducted in the interest of the Students Army Training Corps. The story of the organization of the Columbia unit of the S. A. T. C., relating the amazing spirit with which every member of the University plunged into the work, is found in another report. It is a story that Columbia will not soon forget and one that will be recalled with satisfaction by all who realized the difficulties inherent in an attempt to harness in the same team two such complex organizations as Columbia University and the United States Army.

The problem of the College during the period of the S. A. T. C. was simple in its statement but if the war had continued it might not have proved to be simple in its development. It consisted in contributing without stint from its staff and equipment to the needs of the national emergency, but at the same time in preserving its own organization. This latter was essential in order that the College might continue to take care of such students as were ineligible for immediate military service on account of youth or physical disability, and in order that it might at the end of the war preserve at least the form of the institution with which it might continue operations.

The problem of keeping the College alive was rendered relatively simple by the unexpected enrollment in September of over 400 college students over and above men in the S. A. T. C. This afforded a sufficient student body to maintain most of the college courses, at least of the first two years, so that students under eighteen years of age were able to go forward in a direction which would ultimately have fitted them for effective national service.

Owing to the fact that the provisional curriculum of the S. A. T. C. planned early in September by the University authorities was substantially the same as that finally adopted by the Government, it was possible to carry on the courses continuously from September 26, not only in the College, but also in the S. A. T. C., without other interruption than necessarily resulted from the confused situation at the time of the organization of the Corps. As a result of this fortunate situation, the academic work of the S. A. T. C. and of the College men was nearly enough on a par so that at the end of the Quarter, it was not only possible, but equitable to evaluate at its face value the work done in S. A. T. C. in terms of credit for the degree in Columbia College. Hence it was easy for a man who had entered the University through the S. A. T. C. to transfer to the College with definite academic credit and with a good start in his college course.

When the S. A. T. C. was mustered out a new problem arose. In order to meet the requirements of the War Department it had been necessary to change the calendar from the semester basis to the quarter plan. The question of retaining a University calendar with four quarters instead of going back to the Winter, Spring, and Summer Sessions was carefully considered, and decided adversely. It became necessary, therefore, to get back to the old calendar as smoothly and quickly as possible. This was accomplished by the simple administrative device of denoting the interval between the 21st of December and the 5th of February as a short term by itself. The object of this "Shuttle Term" as it came to be called, was to afford an easement from the work of the S. A. T. C. to that of the College. This was accomplished

by the organization of short "shuttle" courses which served a triple purpose. In some cases they served as bridges from the S. A. T. C. courses, to the courses which would naturally follow in the Spring Session. In other instances the work of the entire Winter Session was summarized during this short term so that a student entering college from the S. A. T. C. could take up the regular work of the Spring Session intelligently. In still other courses the work of the S. A. T. C. was continued intensively throughout the month of January so as to complete the normal accomplishment of a year's course in the interval from September to February.

As a result of the whole arrangement it was possible to start work at the beginning of the Spring Session on a peace basis, with practically every course which was offered in the Announcement for the Spring Session, being given to well qualified students.

The registration for the Spring Session was February
Registration surprisingly large, and was made up from the following sources:

S. A. T. C. men previously in Columbia College	374
S. A. T. C. men not previously in Columbia College	278
New students direct from preparatory or High Schools	152
Men in Columbia College previous to Sept. not from S. A. T. C.	191
Students entering with advanced standing	120
Students registered in College Winter Session	358

1473

On account of the modified plan of admission in September, about 150 men who wished to enter College from the S. A. T. C. at the end of the army regime, found that they were lacking in certain of the usual requirements for admission to College. They were therefore admitted as non-matriculants with the understanding that they would be given a reasonable time to make up the work in which they were deficient. The fact that only very few of the non-matriculants failed to carry their college work satisfactorily, indicates the wisdom with which the Director of Admission selected these students. It should also be noted that forty-six per cent. of these non-matriculants, most of whom entered College from the S. A. T. C.,

are from points outside the metropolitan district as against twenty-seven per cent. for the entire body of college students.

In addition to the influx of students from the S. A. T. C., men who had left College to enter the Service, began to return to their College work in considerable numbers as soon as demobilization began. Over 150 men were released from service in time to complete the Spring Session, of whom thirty-eight had already received their commissions; twenty-six in the army, and twelve in the navy. Of the men who entered from the army, twenty-two had seen service in France. Most of the remainder were in Officers' Training Camps, nearly ready to be commissioned.

A great deal had appeared in the public prints about the work of "reconstruction" in our universities. This manner of speech implies that educational institutions had received a heavy blow which had destroyed a good part of their structure and organization.

Effect of
S. A. T. C.

As a matter of fact this is far from the truth. It is true, however, that some of the joints of our educational structure were started a little, showing us some of our weak spots more clearly than we had seen them before. The experience of the S. A. T. C. had also accustomed the academic mind to the phenomenon of speedy action in the presence of necessity, without the usual routine of Committee consideration followed by appropriate action by Faculties, Council, and Trustees. In fact motion was the normal state of the academic mind during the period of the S. A. T. C., a condition that it was not difficult to carry over to the Spring Session.

During the months of January and February four new pieces of legislation were passed by the appropriate bodies, each of which is of sufficient importance to merit mention in this report.

During the last twenty years a new theory of examination for admission to College has gradually been gaining headway. In the old days each college had its own list of topics on which examinations were held, and each college prepared and conducted its own examinations. In some cases nearly if not quite twenty

Methods of
Admission

separate examinations were necessary in order that the college might satisfy itself that the young man was fit to enter. Such a procedure both sprung from and in turn engendered a conviction that the particular system which had happened to develop in one's own institution was thrice blessed and a part of the very core and heart of the college. This provincial attitude toward the traditional college examination conducted under the sole and jealous care of each particular college has been for the most part modified by the agency of the College Entrance Examination Board, whose careful and intelligent work is too well known to demand comment or description.

Only slowly has progress been made in the direction of limiting the number of examinations which the student must take. The whole emphasis in the old system was to develop an examination to test information and the results of industry, rather than to discover the existence of a superior mind. The recent substitution of four examinations, more or less descriptively called "comprehensive," for the multitude of examinations on all the subjects which the student is supposed to have covered, is a long step in the right direction. By this method the caliber of the student is established beyond any question or doubt, while the scope of his preparation for college is adequately indicated by the certification from the school from which he comes.

The details of the new plan of admission to Columbia College are found in the Report of the Director of Admissions. I desire, however, to point out here that the method is merely a further step in the direction indicated by the Comprehensive Examinations, but perhaps rather more daring in its nature. The ideal method of admission would be to look by some magic power directly at the quality and content of the naked mind of the student. Examinations of any kind hold up a screen between the mentality of the boy and the examiner, which cannot fail in many cases to convey a false impression of the fitness of the young man to enter college. The boy might well exclaim to his examiners with Elihu of old, "Oh that I might see thee face to face," without the distorting

and irritating medium of examination questions. The whole point to the inclusion of the psychological examination in the machinery of admission to Columbia College, lies in the hope and expectation that it furnishes a more transparent medium through which the mind of the boy can be observed, than does the usual examination. While the quality of mind may be ascertained by the psychological test, the quantity of the content must be estimated by the certification of the preparatory school that the boy had covered certain subjects thoroughly. Supplementary evidence in this direction is obtained from the young man's teachers and from a questionnaire which he himself returns.

The result of our experience with the psychological tests for admission to the S. A. T. C. seems to warrant a further development of this method in the study of students after they enter College. Of the boys who entered Columbia through the S. A. T. C., and who therefore took a psychological test last September, only three who received a B on that test, were among the fifty students advised to withdraw at the end of the year. This indicates that it will be helpful to supplement the usual examinations for admission under the old plan by a psychological test, in order that additional and impartial information may be available regarding each student. It is also hoped that in time it may be possible to give a student more accurate advice regarding his fitness for the various professions on the ground of the results of a suitable psychological test.

One of the disadvantages of the urban college lies in the fact that the incentive for healthy physical development is less insistent than in the country college. In both kinds of institutions the men who play on various teams get all of the exercise and body-building that they need. But for the general run of students in the country college, the expanse of territory for exploration on free afternoons, and the large facilities for out-door games, contribute greatly to the charm of the four years at college. This fact must be reckoned with, and the disadvantages which the city college suffers must be overcome so far as possible

Physical
Education

by more careful attention to the physical side for the students at Columbia. There is no doubt that the emphasis on the physical during the period of the S. A. T. C., coupled with the obviously improved condition of the students of the college under the army regime, combined to draw attention to the matter. As a consequence, during the Session just past, the whole relation of the Department of Physical Education and the Medical Officer of the University to each other and to the rest of the University has received most careful study, with the result that the scope of both in the college has been materially enlarged. In the first place a second year of Physical Education is required of all college students. Furthermore, remediable physical defects which are brought to light as a result of the initial physical examination and which are likely to affect the physical vigor, and hence the intellectual development of the student, must be corrected within a reasonable time. If in any cases it is difficult for the young man to attend to the matter through his own physician, facilities are provided through the office of the University Physician for prompt attention to the difficulty. The records of the physical examinations which are given in the Fall by the Department of Physical Education will be deposited with the University Physician, who by their use will be aided in attending effectively not only to the needs of the individuals who may consult him, but will be able to study the physical condition of the college classes as a whole. A system has also been worked out so that a College student who seems to be having difficulty with his studies will be examined by the University Physician to determine any physical handicap that might be present. His psychological test will then be scrutinized to find out the general intelligence of the young man. If it turns out that his mind and his body are both in good working order, the only conclusion remaining is that there is something wrong with his will or with the conditions under which he does his work. If these cannot be modified after suitable advice, there can be no remaining doubt that college is not the place for the individual in question.

A third important event of the year, is the reservation of a definite hour each week at which no recitations or lectures are to be held, but which is open for assemblies of the students of the University either as a whole, or in suitable groups. This hour will be used not only for addresses by distinguished speakers who may be willing to appear at Columbia, but also as an opportunity for holding class meetings, mass meetings in the interest of proper undergraduate activities, and meetings either of the whole college or various classes separately for informal talks by the Dean or other College officers.

Assembly
Hour

Perhaps the most important action which I have to report is the authorization by the Faculty of a new prescribed course for Freshmen, called Introduction to Contemporary Civilization. This course is a lineal descendant of a course called The Issues of the War, which was given to the S. A. T. C. at the direction of the Committee on Education and Special Training. The place that the course on the Issues of the War was organized to fill was so obvious, and the necessity for filling it so insistent, that it occupied a central position in the curriculum prescribed for all arms of the service. When the armistice was signed it required only a modicum of insight to see that the need for a course on the issues of peace was no less crying. Even though we are no longer in danger either from the military force or from the propagandism of Germany, the coming years hold a menace no less real, and perhaps more difficult to meet. It is no longer possible to prepare a man to meet the arguments of the soap box orator, shallow and short-sighted though they may be, with the economic theory of Adam Smith. Nor is it possible to substitute in the minds of some of our students who are already in the second generation of radical thinkers, a sounder philosophy than they now possess by any other means than by a study of the economic and governmental problems which now confront us, in the light of their development. It cannot be expected that a project as complicated and novel as the presentation to every Freshman of a five hour-a-week course on the insistent prob-

Courses on
Contemporary
Civilization

lems of today, with the necessary introductory material, can be carried through for the first time without some little difficulty both to student and to staff. But the end to be achieved is of such extreme importance that no effort will be spared to make this course a success commensurate with the gravity of the situation which it is organized to meet.

The fact that the course is to be given by instructors drawn from the Departments of Philosophy, Economics, History, and Government, is an interesting and possibly an important aspect of a tendency in College instruction. The presentation of an historical event merely as an event; a discussion of its economic aspects in a course in economics taken a year later, (if at all); a study of the effect of the event on governmental development in a third course; and an estimate of the effect of the event on the thinking of the world in still another course, which will be omitted by most students, is an educational procedure so futile as to be almost amusing. It goes without saying that good teachers in each of the Departments mentioned, have for years seen to it that the various aspects of the historical event have received proper attention. But this is in spite of our departmental organization, not because of it. The cutting across these artificial departmental lines in a worthy cause emphasizes an educational principle which is too often neglected.

It is observed that the four pieces of important constructive legislation which have been described in some detail, all converge in certain aspects of their significance on problems that are common to many educational institutions. At the same time each of them has a clear and definite bearing on the situation confronting Columbia College, which was indicated in my report of last year, namely the problem of stimulating a group feeling among our undergraduates, which shall show itself not only in their loyalty to each other, but in their loyalty to sound learning and wholesome living. By the modified plan of admission it is expected that a very desirable type of students from outside the metropolitan district will be able to enter

Departmental
Collaboration

Student
Solidarity

college and by virtue of his native intelligence as indicated by the psychological tests, more than hold his own. The enlarged provision for looking after the physical side of things not only teaches students to care for their bodies and to play certain games as an asset for health and enjoyment in after life, but brings them together in groups of Freshmen and Sophomores in wholesome competition. This cannot fail to increase wide acquaintanceship among the students and improve the attitude of certain students toward the extra-curricular activities. The assembly hour is too obvious an attempt to foster the feeling of student solidarity to demand comment in this connection, while the new Freshman course, requiring as it does extensive reading in a study set apart for the purpose, will form a socializing influence in the College, the like of which has not before existed.

With these influences at work to bring together the distinctly College students, the question arises with increasing insistence as to what should be done for those who are more loosely connected with the College. With the ^{Residence} increasing number of men in college from remote parts of the country, the present dormitory facilities are entirely taken up. Even with the return of Furnald Hall to the uses of the men, it is difficult to see how great pressure can be brought to bear upon New York boys to reside at the College without overcrowding the residence halls. For it would be difficult to justify the requirement of dormitory residence of a boy who lives on Manhattan Island if such action excludes from the dormitory a boy from Kansas. I do not feel, however, that the dormitory question, important as it is, is the primary problem in the development of Columbia College. The primary problem is one of education rather than one of place of residence. If this larger matter is settled wisely, those secondary to it will fall into their proper places and find their own solution.

The simplest aspect of the educational problem is of the relation of the College to the rest of the University. One image of the College is that of a cube closed on all six sides. Bounded below by its entrance examinations, separated on all four sides from the other schools of the University, and

closed off on top by its requirements for the degree, we have a definite, self-contained, and snug, not to say, snug institution. This concept of Columbia College seems to me to be entirely oblivious to the opportunities that are before the College, situated as it is in the greatest City and University in the land. For some time there have been means of egress from the College to the professional schools through perforations in the lid of our cube. It is hoped that as fast as suitable arrangements and safeguards can be arranged, the lid may gradually be removed, and a student who enters Columbia College may do so with the assurance that provided he satisfies the requirements laid down for the degree by the Faculty of the College, any educational offering of the University that it is wise for him to take, and which he is qualified to make use of, is at his disposal. This does not mean that any student ought to be authorized to take any course in which he could receive a passing mark. But it does mean that if a student shows that he has the mind, the interest, and the scholarly background to take certain work, he should be allowed to do so, even if it is not mentioned in the Announcement of Columbia College. This privilege has been open to students more or less for some years. It is now time to extend and systematize the practice. This policy involves among other things the accumulation of accurate and complete information by the Committee on Instruction of the College as to what is attempted and what is accomplished in the courses which undergraduates wish to count toward their degrees and a sufficient acquaintance with the applicant to be assured that his hopes will be realized by registration in such courses.

A more complex aspect of the educational problem in which Columbia College is vitally interested, is the relation of the University to those students who are doing work of college baccalaureate grade, but who at present are not candidates for a bachelor's degree. There is in the University a rapidly increasing group of men who would be able to meet the require-

The College
and the
University

The University
and the
College

ments for admission to many colleges, but perhaps not precisely those at present prescribed at Columbia. Moreover, they wish to do work of college grade, but for some reason find it inconvenient to meet the requirements for the degree in Columbia College. This will be increasingly true when the course in Contemporary Civilization is in full swing, as a prescribed course. A recent computation indicates that there are over seventeen billion ways in which a person may complete the requirements for the A.B. degree in the United States. To assert that one of these is *the* requirement indicates a complacency with one's own way of doing things that has risen out of the domain of rationality in to that of the emotions. It is undoubtedly true that in most colleges including Columbia, it makes for simplicity of administration and for sound education to decide upon a certain set of requirements for admission and graduation and to adhere rigidly to them. But it does not follow that the baccalaureate degree should not be conferred by Columbia University upon those who conform to a much more flexible though no less severe standard of admission and graduation.

The elaboration of a plan for the organization of a University College properly correlated with Columbia College and with the other schools of the University, is in my opinion the next large problem with which Columbia College is intimately concerned. The student body of this new College would consist partly of men who are at present registered in Columbia College and are candidates for the B.S. degree; partly of students now registered in Extension Teaching; and in part of certain students who are registered under the Graduate Faculties. To bring all of these together as candidates for a single degree would be a work commensurate with the breadth of the University, and with the scope of the demand for sound and thorough education which it ought to meet.

If the two-fold educational problem indicated in the foregoing paragraphs is wisely solved, the secondary questions regarding a residential college, and the physical segregation of the students of Columbia College will find their solution as corollaries of the main proposition. This method of pro-

cedure illustrates what is to my mind the correct order of procedure in University affairs. The central problem should be envisaged as one of education, not of housing. If the educational problems are settled correctly, those of housing, eating, and other material considerations will follow in due order.

Respectfully submitted

HERBERT E. HAWKES

Dean

June 30, 1919

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

I have the honor to present the annual report for the School of Law for the academic year ending June 30, 1919.

Registration The registration of students for the year was as follows:

Candidates for the degree of LL.M	6
Third Year, Class of 1919	79
Second Year, Class of 1920	62
First Year, Class of 1921	91
Non-matriculated students	25
Summer Session of 1918	43
	<hr/>
<i>Total</i>	306
Less duplications	14
	<hr/>
<i>Net Total</i>	292

This record of registration does not include students registered in the Students' Army Training Corps and permitted to take a limited number of law courses.

During the year the degree of Bachelor of Laws was awarded to 45 candidates. The degree of Master of Laws was awarded to three candidates. Enlistment in the Army and Navy seriously affected the attendance at all law schools whose students were of mature age, and a number of schools throughout the country were compelled to suspend their activities wholly or in part. Our own registration at the date of the armistice (November 11, 1918) was limited to fifty students pursuing regular law courses.

Degrees
Awarded

In addition to these, pursuant to instructions from the War Department, students registered in the Students' Army Train-

ing Corps were permitted to register for not more than six hours of law, in addition to three hours of Military Law and two hours of International Law. As neither the course in Military Law nor the course in International Law offered to students in the Students' Army Training Corps at Columbia was counted toward the degree of Bachelor of Laws, the opportunity for study of law school grade by students in the Students' Army Training Corps was extremely limited. There were, however, twenty-six students who availed themselves of this privilege until the abandonment of the Students' Army Training Corps plan, when most of those who were able to meet our entrance requirements transferred their registration to the School of Law.

The combination of professional study with the work of the Students' Army Training Corps was, doubtless, a fortunate device for providing certain professional schools with students during the stress of the war, but as a method of providing professional study of any substantial value the plan was a dismal failure. Military discipline and military training proved too rigid and exacting to admit of extra lecture room study and the use of the law library so essential to thorough-going law study. It was, therefore, with a sense of relief to members of our teaching staff that early in December following the armistice all Students' Army Training Corps students registered for law courses were eliminated from the regular law courses.

With the opening of the winter term, the Faculty of Law was called upon to organize the instruction in military law required to be offered to all students in the Students' Army Training Corps. Arrangements were made to provide instruction in this subject to about one-third of the entire corps in each of the three terms provided for by the Students' Army Training Corps organization. During the first term a group of approximately six hundred students were divided into seven divisions taking the course in military law. Instruction was provided for one division each by Professors Abbott, Canfield, Gifford, Glenn,

Students' Army
Training Corps

Courses in
Military Law

Underhill Moore, and Y. B. Smith, and for two divisions by Professor Powell. While the course necessarily dealt with the articles of war and the organization and procedure of courts martial, attention was also devoted to the study of the relation of the civil to the military authorities in the administration of justice, the suspension of the writ of *habeas corpus* under the Constitution, the jurisdiction of military tribunals over particular offenses, and the theory of military justice as compared with that dispensed by the civil courts. The course, therefore, possessed some general educational value in addition to its technical utility to prospective army officers. The readiness with which the course was organized, on short notice, and the thoroughness with which it was conducted despite the exacting requirements of military drill and discipline on the student body, are worthy of commendation.

Immediately following the signing of the armistice, our students began to return from abroad and from the various army camps and naval stations in this country, so that by the end of the academic year our number had increased from fifty to approximately three hundred. To make provision for these returning students so that they might resume their law study with as little loss of time as possible, special courses were offered dealing with the work of the winter term covered before their return to the School. In the spring term practically all of the first year work of the winter term was repeated so as to enable students beginning their law study to take up their work without waiting for the fall term of 1919-1920.

Provision Made for
Students Returning
from Service

These special arrangements combined with the flexibility of our half-year semester system and the Summer Session will make it possible for all students who have been in military service to take up their law study with a minimum loss of time.

With the opening of the winter term it was found that only two members of the Board of Editors of the *Columbia Law Review* were able to return to the School, all others being engaged in some form of war service. It was thus found impossible to continue the *Review* as a student publication.

Since its organization in 1901 the *Review* has been conducted by the students of the School. Members of the Faculty are frequently consulted by the editors and have contributed to its pages, but the responsibility for the *Review* and the duty to decide upon its contents have rested upon the Board of Editors. The "Notes" and "Recent Decisions" have been prepared by students. Their preparation has required research of a high order which has received wide recognition by the legal profession and in judicial opinions. The *Review* has thus on the whole accurately reflected the scholarship of the school and has afforded a measure of the influence and effectiveness of its teaching. The Trustees of the *Review* were confronted with the unpleasant alternative of changing its character as a student publication or suspending its publication until the end of the war. The latter course was adopted as the lesser of two evils. Fortunately the early termination of the war and the return of our students to the school enabled the *Review* to resume publication in March, without any substantial change in its organization or policy.

The extraordinary conditions prevailing during the past two years have made unusual demands on the time and energy of all members of the law faculty with a consequent loss to the normal activities of law school life. The daily work of research and the time devoted to student consultations which constitute an important part of the work of the law teacher have been subordinated to the necessity of preparing new courses and extra lectures. The School may now look forward with pleasurable anticipation to the resumption of its normal life and activity, and with confident expectation that it will develop an increased power for scholarly work and productivity.

During the academic year 1915-1916 the Faculty of Law was depleted by the retirement in a single year of Professors Burdick, Kirchwey, Redfield, and Reynolds. Since then Professor Underhill Moore and Professor Young B. Smith have been appointed as full-time professors and Professor Garrard Glenn has been appointed on part time. These appointments, however, did not

Columbia
Law Review

Resumption
of Normal
Activities

Appointments
to the Faculty

restore the faculty to its full strength in point of numbers, and they left unsolved the problem which is not peculiar to Columbia Law School of organizing all the pleading and practice work of the School under the direction of a single instructor. Our entry into the war and the consequent uncertainty about the future led to the postponement of all plans for expansion of the school until the present spring. I am now able to report as a further step toward placing our teaching staff on a proper basis the appointment of Walter Wheeler Cook, Columbia A.B. 1894, A.M. 1899, LL.B. 1900, LL.M. 1901. Professor Cook has had a distinguished career as a law teacher, having held professorships in law successively at the University of Nebraska, the University of Missouri, the University of Wisconsin, University of Chicago, and Yale University. He is the editor of several case books and has written many notable articles on both public and private law.

Professor Willard T. Barbour, B.Litt., A.M., LL.B., Professor of Law in the University of Michigan, has been appointed on the Carpentier Foundation to offer a course of lectures in English Legal History during the spring term of 1919-1920. These lectures will be given two hours a week through the term and may be elected by second and third year students and counted toward the degree of LL.B. The lectures will deal with certain movements in English Legal History which have left permanent impress on Anglo-American Law. Special emphasis will be laid upon the forms of action and the evolution of substantive law through procedure.

Mr. Robert L. Hale, LL.B., Ph.D., will offer a special course of lectures of two hours per week in the winter term on the law of rate-making. The course is offered to meet the needs of students specializing in the law of Public Service companies and to emphasize to law students the necessity of economic analysis of legal problems and to familiarize them with the processes of such analysis and the use of economic data.

The courses assigned to Professor Cook are Common Law Pleading, Equity I, Conflict of Laws, and a new course combining Quasi-Contracts and the rescission and reformation of contracts. Professor Gifford will give the course in Domestic

Relations in place of Common Law Pleading; and will offer a new course in Administration of Decedent Estates, which will be given two hours a week in the spring term. Professor Young B. Smith will give the course in Agency in place of the course in Equity I, and Professor Underhill Moore will give the course in Suretyship in place of Agency. This rearrangement of courses settles satisfactorily most of the problems of the organization of our curriculum. It does not, however, afford any final solution of the problem of pleading and practice. We are now offering courses in Common Law Pleading in the first year, Equity Pleading in the second year, and Code Pleading and Practice in the third year. Each course is being given by a different instructor and is presented as a separate unit in a highly competent manner. The training in Pleading and Practice as a whole, however, lacks unity and definiteness of aim which can be assured only by placing all the courses on this subject under the direction of a single instructor.

There is singular lack of unanimity of opinion as to what instruction in Pleading and Practice should be attempted in law schools. A few schools acknowledge their inability to deal with the problem by offering a brief course in Common Law Pleading only, leaving their graduates to struggle in practice with procedure under the codes or practice acts as best they can. Others, going to the opposite extreme, devote a large amount of time to required exercises in moot courts, and so-called "legal clinics," in which emphasis is given to what has aptly been called the "dramatics" of the subject.

It ought not to require very much reflection for one to reach the conclusion that, with our crowded three-year curriculum, time spent in law school in playing at what the lawyer will do almost daily during his professional life is not the most economical use of time and effort, and obviously law school instructors can be better employed than in teaching students to learn in parrot fashion the number of days notice required for making motion or the formal requisites for application for provisional remedies, and the like. This is essential knowledge, no doubt,

for the lawyer, but there is no reason why learned faculties should place emphasis on teaching it to students who are able to read and have access to the statutes.

There is, it is believed, a science of pleading and procedure at law. It was highly developed at common law. Its profound effect on substantive law is one of the reasons why it should be diligently studied in law school. Its underlying principles form the basis of all systems of reformed procedure and they consequently cannot most profitably be studied as detached or unrelated subjects of investigation. They can be studied scientifically only as phases or particular applications of principles which are practically universal in their application to the art of conducting litigation.

What is needed, in order to deal with the subject adequately, is the presence on every law faculty of at least one instructor to whom all courses in pleading and practice may be assigned, who, having had practical experience at the bar, has the inclination and the gift for teaching and the vision to see the possibility of developing the whole subject from the first to the third year, with greater unity and by a more scholarly and scientific method than has hitherto been the case in most law schools. That such men be found is essential not only to the proper development of legal education in this country but for the solution of the vexed problems of the reform and simplification of procedure. Law teachers have generally underestimated the opportunities in this field for rendering service of real distinction and making important contributions to the cause of law improvement.

The general lack of interest on the part of the law schools in the effort to simplify and reform procedure and their failure to contribute constructive suggestions to the discussion of the subject indicate how far, in dealing with procedure, they have fallen below the standards they have set for themselves in matters of substantive law.

The next important step in the development of our scheme of study should be the organization of our pleading and practice courses along the lines here indicated. It is a step not easily taken owing to the difficulty of finding an instructor

who has had the requisite experience and who has both the capacity to teach and the willingness to devote his time principally to procedure, to the exclusion of practice of his profession and the teaching of substantive law courses.

In my annual report for 1916 I outlined a plan for the development of research in comparative law and legislation and legal history, in Columbia University.

Research in
Comparative Law

Our entry into the war necessitated the abandonment of the plan for the time being,

but the time is now opportune to revive it. While an important, probably the most important, function of the university is the stimulation and training of the intellectual powers of its students, it must become increasingly a center for study by disinterested experts of those problems most closely related to human progress and this is especially true in the field of law. It requires no prophetic vision to foresee the increasing necessity of work of this character if our law is to be developed systematically and with due regard to its true function in social organization. The multiplication of precedents and the enormous increase in the mass of legislation, most of it ill-considered and unscientifically drafted, are introducing into our legal system an uncertainty and confusion to which the Anglo-Saxon peoples have hitherto not been accustomed. Nothing can be more important to the future well-being and good order of society than the preservation of the traditional certainty and generality of the English common law both in the field of the common law and of legislation, and no single influence can be more potent in attaining that end than scientific scholarship applied to legal problems and systematically directed toward law improvement. This is pre-eminently the appointed task of the university. It cannot be performed by practicing lawyers whose energies are absorbed by professional duties or by lawyers' organizations whose activities in this direction are likely not to be continuous or systematic.

Without repeating in detail the plan outlined in my 1916 report, it will be sufficient at this time to refer to its salient features. It is important that research courses in law of the character referred to should be organized under the direction

of the Faculty of Law or in close association with the work of the Law School. While research in comparative law and legislation should be distinct from and in a certain sense supplemental to the work of the professional law school, professors having the direction of research in law should receive the active aid and cooperation of those members of the faculty giving professional law courses and they, in turn, should feel continually the influence of those professors who are working on the problem of law improvement.

The development of this plan would embrace ultimately additional work in Roman Law and in Conflict of Laws (it should be noted in this connection that the program of professional law study for 1919-1920 has provided for increased instruction in this subject), and in the jurisprudence of Continental Europe and of South America. The extensive development of commercial relations with the Latin-American countries as a result of the war gives to the study of the jurisprudence of those countries a practical aspect which may be counted as one of the incidental benefits of the plan here proposed. The program should also include research courses in Anglo-American legal history and legal philosophy and in the comparative study of American and foreign legislation. Early American statutes and decisions dealing, for example, with tenures, restraints on alienations, ownership in personal property (especially slaves), and various other subjects afford a fruitful and almost unexplored field for historical investigation. There should also be a medium for the publication of the results of investigations in these fields carried on at Columbia and elsewhere. Ultimately a journal of comparative law should be established for this purpose.

The full realization of so ambitious a program would require a substantial increase in the professorial staff and large additions to the library appropriations for the purchase of books on foreign law and foreign statutes. Columbia now offers courses in Roman Law, Conflict of Laws, Civil Law, and the History of European Law. As the report of the Law Librarian will indicate, a substantial beginning has been made in the acquisition of a suitable collection of books on foreign law. The *Columbia Law Review*

with its efficient organization and established circulation, would afford temporarily if not permanently a medium for the publication of the results of studies in comparative law and jurisprudence.

Columbia has also taken a first step toward carrying out the plan by the organization of the Legislative Drafting Research Fund, through the generosity of Mr. Joseph P. Chamberlain. I have had occasion from time to time in my annual reports to refer to the important investigations carried on by it in the field of legislation. In the eight years of its existence it has organized an efficient laboratory for the study of legislative problems, it has made special studies of various phases of legislation, of great public importance, and it has accumulated much valuable material from both American and foreign sources for the study of comparative legislation. For in the consideration of these subjects it has been found necessary to make a thorough study of foreign law and experience before formulating legislation dealing with them. It has been frequently called upon to render expert advice and assistance to legislative committees, boards, and commissions, both state and national. During the past year members of its staff have been engaged in rendering expert service to various government departments, especially the newly created legislative drafting service of the United States Senate and House of Representatives.

With these agencies ready at our hand Columbia is in a better position to establish research in Comparative Law than probably any other institution, and it will be possible for it to take the first steps toward the realization of such a plan as we have proposed without assuming an undue burden either of expense or organization.

In my judgment the contribution which its fulfillment would make to social welfare and human progress would richly repay the investment of, say, \$500,000 in permanent endowment. With a smaller amount sufficient to enable us to appoint two research professors and to make suitable addition to our library, the work could be begun and its educational value and practical utility demonstrated. Not only is the plan en-

titled to consideration because of its intrinsic merit but because of the increasing public interest in the subject as is indicated by the establishing of the Comparative Law Bureau by the American Bar Association, the collection of material for comparative law study by the Library of Congress, the establishment of the Legislative Reference Division of the Library of Congress, and the legislative drafting service of Congress.

Seldom in educational history has such an opportunity presented for the creation of a new educational enterprise along novel lines within a relatively narrow compass and with definite promise of great public usefulness.

It should be noted that the plan does not contemplate any change in the organization and aims of the law school as a professional school except in so far as the presence in the university of a group engaged in the study of problems of law improvement in close association with the law faculty would necessarily exercise a wholesome influence on both faculty and students.

It cannot be too often emphasized that the professional law school with educational ideals has a definite and, of necessity, a relatively limited aim. It is to train men for the bar in the best possible manner in the limited time at its command. This does not mean that law teachers should devote themselves to teaching students merely the formal rules which go to make up the lawyer's stock in trade. These can be found in printed books and are accessible to every man who can read the English language. But sound training for the bar does require the study from original sources of the origin and historical development of legal doctrine, the stimulation and development of the student's power of analysis, his constant seeking under highly competent guidance for the underlying reasons and the basic philosophy of legal rules and their constant examination in the light of what Burke held to be the "two and only two fundamentals of law—Equity and Utility."

Function of
the Professional
Law School

Since graduates of the law school become members of the bar and assume a definite responsibility in law administration, the law school fails in its duty if it does not continually empha-

size the training of the individual student rather than the public display of the talents and learning of its teachers. These, of course, are to be encouraged and productive scholarship, finding expression in publication, welcomed, but the ultimate test of the success of the professional law school must be its ability to breathe into the student the spirit of creative scholarship so that as members of the bar they will possess the power and the inclination to bring to bear on the problems of law administration a thoroughly trained capacity for analysis and a trained judgment aided by a well-grounded knowledge of the sources and vital elements of legal justice.

The future of the bar and consequently of the administration of justice in this country depends more on the law schools of the country than on any other single factor. The law school, therefore, cannot fulfill its real function and in fulfilling it make its influence felt, unless it attracts to it considerable numbers of students drawn from all sections of the country. This is a point to be remembered in fixing the amount of the tuition fee in the revision of university fees which the rising costs of all commodities and supplies would seem to make necessary. An increase of tuition which would not meet the competition of other schools, or so great as to prevent students of moderate means from coming from a distance to attend Columbia Law School would tend to give it the character of a local rather than of a national law school, and would seriously curtail its capacity for service.

Attention is directed to the report of the Law Librarian which states in detail the very substantial progress which is being made in building up the Law Library. This has been made possible by an increased appropriation from special University funds available for that purpose and by the generous gifts of money made by Mr. Joseph P. Chamberlain, Mr. Dwight W. Morrow, Professors Canfield and Guthrie. Gifts of books were also made by the estate of the late General H. W. Carpentier, by Hornblower, Miller, Garrison, and Potter, by Mr. Francis S. Bangs, and Mr. J. S. Mann. For all of these gifts acknowledgment is gratefully made. The Committee on the Law Library, con-

The Law
Library

sisting of the Law Librarian and three members of the Faculty, appointed to study the needs of the Law Library and to formulate plans for its systematic upbuilding has been continued with gratifying results. As is indicated by the report of the Law Librarian, there is still much work for it to do. Large additions must be made to the library if it is to be made adequate to our needs, and careful study is necessary in order to insure the most economical and effective expenditure of available funds, a task which is made more difficult by the increased cost of everything which enters into the composition of printed books.

A detail of the library management which especially concerns the Law School, and is of general University interest, is the suitable disposition of the International Law Collection. Our Library possesses a The International
Law Collection collection of books on International Law in many respects unequalled in the United States. Unfortunately, it has hitherto not been found possible to so place this collection as to make it generally available to readers, with access to the shelves. It was first placed in the General Library in a position remote from the Law Library. Later it was placed in the stacks of the Law Library but under such conditions that it was not easily accessible. Last year a large part of it was retransferred to the General Library, but was later returned to the stacks in Kent Hall. Our method of dealing with the collection has not only caused great inconvenience to readers but has been directly responsible for our failure to increase the collection by gifts. The books on international law should constitute an integral part of the Law Library and should speedily be permanently housed in a suitable reading room in Kent Hall where it would be easily accessible to all readers.

The prospect for the continued growth of the School of Law in scholarly power and influence was never brighter. The members of its Faculty are nearly all in the Future Prospects prime of life and from them we may confidently expect many years of increasingly efficient service. All are of proven competence as teachers and all are genuinely and

loyally devoted to the School and to the cause of legal education. For the first time in many years we may hope that the assignment of courses is reasonably permanent. This condition alone has a most important effect on the work of the individual teacher and on the influence of the School as a whole. It should, and I confidently believe will, result in its growing effectiveness and scholarly productivity.

Respectfully submitted

HARLAN F. STONE

Dean

June 30, 1919

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

I have the honor to present a report, which is the fifteenth and last of my service as Dean, on the work of the College of Physicians and Surgeons for the year ending June 30, 1919. It seems fitting in addition to review the progress made by the school in medical education during that period.

The College has now passed beyond the last stage in its development which tied it to the old proprietary system of organization under which medicine in the United States both flourished and suffered for so many years. The College of Physicians and Surgeons became an integral part of Columbia University in 1890. By the terms of the merger of the corporation of the medical school into the University, one of the usual rights of the university trustees was divided between the trustees and the medical faculty. The result was that a semblance of an old proprietary school organization was retained in that the medical faculty was given the power to originate nominations to all positions on the teaching staff and to membership in its own body. This condition has been severely criticized from the beginning as leading to the worst type of inbreeding by limiting new appointments to local medical men, or even worse to a condition of appointment by favor and not by merit. No one can deny the seriousness of these charges if true, but an unprejudiced study of this College, at least during the past twenty-five years, will show that if mistakes in the choice of men have been made, they have been really errors of judgment and are not due to ignoble motives or influences.

There is no reason why personal influence and bias should act on a board of professional men any more than on one composed of laymen; and the expert knowledge properly to direct a choice belongs to the professional group in greater measure. In fact the miserable wire-pulling and underhand methods known to the disgrace of the medical profession as medical politics have been more evident in the past in the appointment to positions in hospitals under lay management than in the appointments to college positions under the guidance of medical faculties. The errors complained of are human and may exist, but they are the result of the human element and are not inherent in any one system of organization. It is not a question whether medical men possess executive ability or no, nor is it a question whether it is better for professional men to advise as a privilege or to nominate as a right. It is entirely a question of the character and honesty of purpose of the individuals concerned.

The medical faculty became convinced that there was a wide-spread prejudice, both within and without the University, against the reserved right of nomination which has belonged to it, and that this was interfering with the growth and advance of the school from the point of view of securing financial support, not only for a permanent endowment but also for annual improvements and development. The faculty, therefore, took action which gave up this right and voluntarily placed itself on the same basis as that of the other faculties of the University. Before this action was taken a bequest in the will of Colonel De la Mar made the income from several million dollars available for medical education, but this seeming refutation of the destructive criticisms of the existing organization of the college did not deter the faculty from looking forward to a constructive reorganization of the medical school and taking the action already contemplated. Under this determination the general faculty has been increased from seventeen to thirty-two members by the addition of the heads of the clinical departments at Bellevue Hospital and of the chiefs and their associates in the College laboratories and the specialties of medicine.

The old proprietary schools of the United States represented a stage of development in medicine. They were successful because the medicine of that day was largely an art and not a science. Every successful school was dominated by a great personality who set the ideals and laid the foundations for the inherited traditions of the profession. It is not necessary to enlarge on the errors of education and the difficulties of finance of the proprietary medical schools. In the later years of the education given under that system, the schools gave a series of lectures both theoretical and clinical, held examinations and conferred degrees, while the real education in the practical application of knowledge and in the art of medicine was secured by the student from a system of extra-mural teachers, known as quiz-masters and preceptors.

Review of
Education

In 1904 the College of Physicians and Surgeons had developed modern courses of instruction with complete laboratory equipment in the departments of anatomy, physiology, chemistry, bacteriology, and pathology. The college had also developed its instruction in the specialties of medicine, so far as that could be done in the dispensary practice of the Vanderbilt Clinic. In the one specialty of obstetrics, however, Columbia University possessed its own hospital and had the facilities to conduct a modern course of teaching in the Sloane Hospital. The old custom of each student working under a separate preceptor had disappeared except for the very elaborate system of quiz-masters which was organized in and outside the school. These outside classes gave the students of the College both practical and theoretical work for special and extra fees. Strange as it may seem, the two large departments of medicine and surgery were at that time conducted on old fashioned methods and were still handicapped by the system of the proprietary medical school, but the advantages of the preceptorial system with its individual contact between student and teacher had disappeared long before.

During the years 1904 to 1909 the College developed within its walls its own system of recitations in all major subjects,

and the long established custom of relying on independent quizzes disappeared. During the same period there was a further centrifugal specialization and redistribution in the laboratory subjects. Bacteriology was separated as an independent department, histology and embryology were removed from the pathological department, and transferred to the department of anatomy. Clinical pathology and surgical pathology were taken from pathology, and linked to general medicine and surgery respectively. Later pharmacology and cancer research were established as separate fields for scientific work and teaching, and laboratories were established for histological work in the departments of neurology and of dermatology. During this period the school lost all rights to control clinical teaching in the hospitals of the city, and the teaching on these modern lines in medicine and surgery was carried on through courtesy and not through the establishment of a proper feeling of cooperation between hospital and medical school. The departments of medicine and surgery were placed in the category of an old-fashioned medical school and depended for its clinical teaching entirely upon the privileges which the professors of the school could command from their hospitals, not as a matter of right but because of their own individual reputation and worth to the several hospitals with which they were connected. However it was not long before the hospitals of the city showed a broader appreciation of the advantage which medical education meant to them. Many of them opened their wards for the admission of students as clinical clerks, and in a more thorough manner than had ever been the case before. In 1910 medical education in Columbia University was on a better plane of development than it had ever been in the previous hundred years of the existence of the College of Physicians and Surgeons.

During the next five years, until 1914, much was done further to improve the situation. The medical faculty believed that specialization had gone too far, and the reorganization of the specialties was undertaken. Urology and later orthopedic surgery were made sub-departments of the general

department of surgery; gynecology was united to obstetrics and both specialties were housed and taught in the enlarged Sloane Hospital for Women, which became the first "Klinik" in the European sense to be developed for this group of cases in an American medical school. The specialties of rhinology, laryngology and otology were combined under a single head, and dermatology and syphilology were also united. The greatest advance was made in the subjects of medicine and surgery. Bellevue Hospital underwent a complete reorganization, which resulted in an enlargement of the hospital and the assignment to this College of services for medicine, surgery, tuberculosis, children's diseases, and for nose and throat diseases, each one of which was placed under a single director, thus doing away with the old-fashioned rotating services which had interfered with hospital development in New York City for so many years. The College also acquired the privilege of nominating the medical and surgical staff in the Presbyterian Hospital, through the permanent alliance which was entered into between the Trustees of the University and the Managers of the Hospital. By this alliance the College secured a true university hospital with the control of the educational and scientific management of a large general hospital in which there were already housed departments for internal medicine, for surgery, and for diseases of children. The acquisition of such hospital connections perfected the development of the system of teaching known as that of clinical clerks, and warranted the adoption of a required five-year curriculum which is referred to in detail below.

During the five years 1914 to 1919 further development on large lines has been prevented by the unrest caused by the world war. During the past two years the College has been interfered with in every branch of its teaching, by the call to military service of a large number of its teachers in all grades from professor to instructor. However, much has been done to perfect medical education in regard to details. Theoretical lectures have largely disappeared from the curriculum, and the systematic presentation of each subject has been delegated to instructors to carry the students in

section classes through various text-books. Ward privileges have been granted to the departments of urology and of neurology at the Presbyterian Hospital, and the development of ward teaching and the use of clinical clerks in Bellevue Hospital have been extended to a degree which under previous use of that hospital by this College has never been possible.

The faculty government of the school has been modified to fall into line with that of the regular academic organization of Columbia University. The general faculty has been enlarged, and the government of the school and the direction of detail have been placed in an elective committee of administration. One most important factor in government was adopted two years ago by the formation of class faculties, to whom have been delegated the duties of rating the students in their studies, and of determining their standing in the school. These faculties are composed of instructors, whether members of the general faculty or not, who conduct the teaching of the classes in section work. Under this system the individual record of each student is within the immediate control of the group of instructors which has been responsible for the work in each academic year. This control of academic standards will result in a more just estimation of each individual student, and a more critical and accurate weeding out of the delinquent students who should not be admitted into the profession of medicine. Closely associated with the class faculty organization there has been added a system of preceptorial control, by which the students will be grouped in sections of ten or a dozen men, and placed under the immediate oversight of one of the younger instructors of the school. It is hoped that this system of preceptors will secure all the advantages which belonged to the method of teaching medicine in the early nineteenth century, at which time every student came under the influence and intimate direction of an enthusiastic worker in the profession, known as his preceptor. Another innovation in organization is being experimented with in the surgical department. No appointment has been made to fill the vacancy in the Chair of Surgery, and the department has been placed under the management of a

committee of eight members of the staff, representing the chief hospitals at which the clinical teaching of the department is carried on. Whether this will result in a similar change in organization in other large departments or be temporary, only the future success or failure of the plan can decide.

The school has definitely decided to require a fifth year of college instruction before granting its Doctor's degree. This will demand of each student a year's work as a junior intern in some hospital service. Such a year will represent an enlarged development of the system of clinical clerks, which has proved such an important advance in method during the past ten years. The students serving in this capacity will be clerks to the hospital to which they are assigned in a truly thorough and efficient manner, and will become an integral part of the hospital organization. It has always been difficult to graft the present system of clinical clerks upon the older organization of interns, which has been the usual rule in the hospitals of New York City. In some institutions a clinical clerk has not secured from the hospital the training that it was hoped might develop when this method of teaching was introduced; in some institutions the medical instructors have not been able to organize the work that a clinical clerk should be required to perform. The introduction of the system of clinical clerks displaced an older method of instruction, that of teaching clinical medicine by demonstration at the bedside to small sections of students. In some institutions the system of clinical clerks has never advanced beyond this older method of teaching, because either the instructors or the hospitals could not understand the opportunities offered by the new methods. The adoption of a five-year course will remove clinical clerks as a part of the fourth year curriculum, and substitute therefor a fifth hospital year. It will be possible therefore to re-establish in the fourth year the older system of medical and surgical diagnostic courses which have fallen into disuse in the school, and which are in reality a very efficient method of teaching.

The curriculum is being remodeled from the beginning of the first year to fit into the five-year plan, and one class has

already started upon this basis. The instruction of the two middle years of the present course will now be spread over more time and occupy some of the time saved in the fourth year by the removal of the clerking system to a required fifth year. The student will be able to master the many difficult subjects represented, and particularly the specialties of medicine, in a more logical and slower course than heretofore. The faculty is fully aware of an error which occurred twenty years ago with the expansion of the curriculum from a three to a four years course, and will not again permit the increased amount of time to be devoted only to the specialties of medicine. The recent graduate in medicine should possess as thorough a knowledge as is possible in the fundamental sciences of anatomy and physiology, and be carefully grounded in the two chief technical studies of bacteriology and pathology in order that he may be turned out with a knowledge of medicine and surgery which will enable him to begin at once upon graduation the chief work of the majority of graduates, that of a practicing physician. In no sense should a school attempt to make its recent graduates either perfect specialists in any of the special branches of medicine or experts in any of the allied sciences.

In the address given at the opening of the College in September 1905, I called attention to seven modern fallacies in medical education. As might be expected, established habit has not permitted the College to correct all of them. The quiz system has been absorbed into the College itself; the custom of undergraduate hospital service during term-time has been overcome by the establishing of the system of clinical clerks. The ideal of a hospital appointment as a motive for work and the study of the individual opinions of teachers instead of a broad understanding of medical science has been controlled by better teaching in the school and especially in the clinical branches. No solution has been found to make the Summer Session of greater value to the medical student, and the medical curriculum is still too rigid and fixed. The medical laws of many states still insist on measuring medical knowledge by the amount of time con-

sumed in its acquisition, and embarrass the efforts of the schools to present medical science in a logical sequence rather than in semester hours of work. The College has experimented with schemes of electives, but has not yet reached a satisfactory solution. This question of an elastic curriculum is one of the pressing problems for the immediate future. It is hoped that the addition of a fifth year will materially help in its solution. The fallacy of the long vacation has been solved in some universities by the adoption of the Chicago plan of four quarter sessions but development is checked by the medical laws just mentioned, and the system itself seems disappointing because of the shortness of the time to be devoted to each division of the year. The office of the Surgeon General had studied this question with the serious intent to secure a speeding up of medical education at the expense of the long summer vacation. Plans were being perfected by the authorities in Washington to accomplish this when the war came to an end last November. This question also needs a solution which is properly linked to the question of making a right use of a summer session in medical education.

Several years ago a careful scrutiny of the annual budget of the College of Physicians and Surgeons showed that the cost of a medical education, per student, was approximately three times the fee paid by the individual student. About the same time the Council on Medical Education of the American Medical Association published a similar study of some eighty-two medical schools with precisely the same average result. In this estimate no account was taken of the hospital expenses, neither of the Sloane Hospital which is owned by Columbia, nor of the Presbyterian Hospital, closely allied to the University as it was. Columbia has been paying only the average price for medical education, a number of schools were paying five years ago at a considerable higher ratio per student, and the highest price paid in 1912 when these statistics were compiled was over \$1,000 per student, or more than five times the fee charged by that University. Columbia

Cost of
Medical Education

must increase its expenditure for medical education or allow its medical school to fall behind the rest of the University in efficiency, and, what is more to the point, behind the other high grade medical schools in the country. If the expense of the necessary hospital services in medicine, surgery and obstetrics alone are included, the ratio of cost to student fee will be more nearly ten to one, and there is no limit to the possible expansion if one includes hospital services for every specialty of medicine. Such an expansion in the application of special hospital services to education is no flight of the imagination, but represents the minimum ideal of every teacher of a specialty in clinical medicine. It is for this reason that the schools have always turned to the municipal hospitals of their community for help in meeting the demands of education for its clinical workrooms in medicine and surgery and their clinical subdivisions. Medical education must necessarily be the most expensive of all forms of education, because every subject requires a laboratory plant to present its facts in a practical manner, and the most expensive of all are the clinical subjects which require the freedom of hospital wards in addition to chemical, bacteriological, and pathological laboratories, in addition to those of the special departments which teach those subjects to the students as fundamental sciences. There is a philosophy of medicine and also a history of medicine, but both are neglected by the schools on the theory that no time can be spared from the practical. The medical curriculum contains no subject like mathematics and the classics, which can be taught with a desk and a blackboard, and which serve to dilute the expense of the scientific subjects in the colleges of liberal arts.

During the past five years the University has not been able to increase the budget of the College of Physicians and Surgeons to any appreciable amount because of lack of income, and the development of the College has been checked in consequence. Each department has been compelled to fall back on the uncertain source of income derived from annual gifts. The inherited traditions of the proprietary school came to the rescue, and the head of any department which

needed development turned to his friends and grateful patients to assist. Such gifts and the personal donations of the professors themselves were the regular method of support for the old proprietary schools. Under the necessities of the past five years several of the heads of departments in the College have contributed from their own pockets, or through friends, amounts varying from half to four times the salary paid them by the University. The recent bequest of Colonel De la Mar, already referred to, will probably amount to more than three million dollars, and it will serve to stop this unusual source of income in Columbia University, and place the medical school outside of the proprietary class financially, as it has been placed in regard to academic organization.

One question difficult of solution still remains to be settled. Shall Columbia limit the size of its medical school, or shall the College of Physicians and Surgeons look forward to an enlargement in its student body which shall be com-

Size of
School

mensurate with the size and importance of New York? The question is fundamentally one of finance, for Columbia cannot consider an increase in the size of any of its schools which entails a decrease in the efficiency of the education given. The educational principles which are involved present several points of view. There is a limit to the number of students that can be taught by any one group of instructors and one laboratory organization. The maximum size of such an educational unit will vary somewhat with the nature of the subject. The opinion of different teachers as to its size will vary even more. It would seem that no one would place such a maximum above 125 students in any one class. If the number exceeds this figure, a proper education in such subjects as comprise the medical course can be given only by duplicating the departments or repeating the courses in the same educational plant. It is a question if the frequent repetition of courses should not require a duplication of instructors, at least in the lower grades, in order that the instructors may not become too hackneyed and automatic. Such a procedure is possible in laboratory courses to some degree, but it cannot be permitted at all in the clinical work

of the later years of the course, because the teaching material consists of human beings and of those that are ill as well. These can be used only because teaching improves the treatment they receive, but they can be used only for a limited amount lest harm result. The size of the classes that can be taught in any school is decided by the clinical facilities at its command, and not on the number or elaborate plants of its laboratories. The College of Physicians and Surgeons has reached the maximum of its single educational plants and its laboratory personnel. Columbia is attracting an increasing number of medical students for several reasons. A number are desirous of securing the advantages of the clinical facilities of a large center of population, New York; women have been admitted on a par with men; and a school of dentistry has been started, the students of which have the same preliminary education as the medical students and will be admitted to the same classes whenever the curriculums of medicine and of dentistry overlap. There is only one legitimate manner to curtail attendance, except an arbitrary rule of limitation be adopted, and that is by a raising of requirements for admission and for advancement. The Columbia plan of a combined course which has given a bachelor's degree at the end of the first or second year of the medical curriculum has been extended to an increased requirement and hereafter every student must possess a bachelor's degree before admission to the third year of the course, but these requirements will check the number of applicants only temporarily, for the number of qualified students is increasing rapidly. Medicine has become one of the popular vocations, both from the increased reputation earned by this science in the world war and by an actual relative decrease in the ranks of the profession which has followed the over-production of doctors during the years 1890 to 1905.

The number of students registered at the College of Physicians and Surgeons during the year 1918-1919 was the largest for twelve years past. They can be divided into the following groups:

Registration	First year students	100
	Second year students.	162

Third year students	125
Fourth year students	138
Special students	14

The number of special and graduate students was much reduced as compared with the years before the war. The profession and especially the younger members have been too busy in the Army and Navy to think of any additions to their education.

The enrolment in the medical schools of the country was not very seriously affected by the war. It was appreciated by the Surgeon General from the beginning that it was very essential to keep up a continuous supply of young physicians in order that the medical services should not be depleted. The experience of England and France was a lesson to take to heart, and every effort was made to keep the students of medicine in the schools and prevent their enthusiasm for active work in the line of the Army or Navy from carrying them away from their studies, and from the duty as dictated by a truer and higher patriotism, of becoming physicians as early as possible.

Influence of
the World War

A real difficulty arose either from a lack of appreciation of the real facts by the higher officials in the War Department, or from a want of cooperation between the office of the Surgeon General and the bureaus of the War Department which had in charge the administration of the Selective Service Law. The majority of the students were persuaded of their real duty, but the War Department wavered in its methods and its policies, and kept not only the student body but the deans and administrative officers of the schools in serious difficulty and uncertainty for much of the time. The only logical solution of the problem should be to place the students of medicine as candidates for officers' commissions on the same legal standing as the cadets of West Point and Annapolis. This was not done and perhaps under the law could not be done, and other solutions were tried. The first solution was very satisfactory, and the students of medicine were enrolled in the army as a Medical Enlisted Reserve Corps and as-

signed for study on the inactive list. The draw-back to the system was the calling of their status an inactive one, and the fact that healthy young men, though doing a very patriotic service, were not permitted to show in their dress any evidence of this, while surrounded by the rest of the world of their own age dressed in khaki. This was partly overcome by issuing collar buttons of the medical corps to the students to be worn in the lapel of the coat, but it was an inefficient method to correct a real problem in psychology.

After one year of war the army discovered that the supply of young men was being trained along too narrow lines and that the supply of electricians and mechanics of all sorts, to say nothing of chemists, engineers and other scientific experts, was becoming reduced to nil by the demands of an active military life on the patriotic imagination of the youth of the country. A very large program was adopted, of ordering to the universities for special training such enlisted men as were qualified to develop into the required technicians. A new group was formed in the army known as the Students Army Training Corps and many thousand young men were sent to the universities at the expense of the Government for a combined course which included a technical education and also an intensive military training under Army officers, conducted with all the detail of strict discipline, barrack life and conditions characteristic of the large cantonments scattered over the country. If this system of education was a success in the Army and in the Universities, it was a dismal failure when applied to medical education. It supplanted the Medical Enlisted Reserve Corps, before it had been in operation for one year, and just at the time when the Army was beginning to get the benefit from that easily working system, and when the best schools were commencing to appreciate the advantages and the poorer ones to improve even in spite of themselves, from the influence of a strict oversight of the scholarship of the student body from outside the university authorities. It is an impossibility to engraft on the system of medical education which demands of its students, each day, at least six hours of laboratory work and

four hours of reading, any plan at all for military training. The Students Army Training Corps failed in the College of Physicians and Surgeons at Columbia to accomplish any military status, and the appreciation of the officials of the Surgeon General's office of the need for exceptional treatment of the schools in large centers alone permitted any medical education worth the name to be carried on at all. The signing of the armistice, in November, brought to an end an impossible situation which was rapidly becoming an intolerable one.

The work of conducting a medical school under conditions of war was equally difficult when viewed from the standpoint of the faculty, as from that of the student body. The corps of teachers was subjected to more powerful and equally insidious influences to leave their posts in the University and accept commissions in the Army. At one time it seemed as though the schools would be manned entirely by those, however capable they might be mentally, who suffered from physical disability of one kind or another. The loss of teachers was a continuous performance and affected every grade of the service from the members of the administrative faculty and heads of departments to the lowest and most recently appointed instructor and assistant. No laboratory and no clinical service in dispensary or hospital escaped at times from being seriously depleted of its teaching personnel. The importance of keeping the medical schools running was fully appreciated in the office of the Surgeon General at Washington, but orders from that source would not at times suffice to keep in their teaching positions individuals who felt a greater urgency in the call to active surgical and medical work in the military service.

Whenever a like emergency of war arises again the lawmakers and the government administration must understand and act on the fact that a strict theoretical interpretation of democracy cannot apply to the medical profession. From the viewpoint of war, physicians form a class apart which is as essential to the existence of war as is the Army and Navy itself. Medical science is as much a part of the carry-

ing on of war as is the science of the chemistry of explosives, or the mathematics of ballistics. Medicine has always endeavored to ameliorate the diseases and injuries of war. During the past four years medical science has undertaken new and greater problems in war conditions than ever before. It has attempted to apply the modern methods of preventive medicine to the problems of the enormous armies which have been assembled in this war. The control of epidemics which formerly decimated armies, such as smallpox, cholera, typhoid and typhus fevers was already known, and this war presented new epidemic diseases borne by the rat, the louse, and other insect parasites with their new problems for hygienic control. Medical science did not hesitate to try to control venereal disease among millions of men or to de-louse whole armies; war on the scale of the past four years could not go on at all except for the triumphs of hygiene and public medicine. The grouping together of so many men under war conditions would soon have resulted in epidemic diseases which without the help of the preventive medicine of today would have destroyed the military organization itself. Modern war must be looked upon as a sinister triumph of medical science fully as much as the Panama Canal can truthfully be called a beneficent monument to modern sanitation. The future plans for any war must place the medical department of the Army and the medical schools of the country which furnish the personnel on the same plane of importance and efficiency as the corps of engineers, artillery, infantry, or ordnance.

During the war the College of Physicians and Surgeons was in continuous session without a long vacation in the summers of 1917 and 1918. A class was graduated in February of 1918 and again in February 1919, anticipating thereby the regular date by four months. One of the regular advisory boards in connection with the selective draft which controlled and had an oversight of the work of the local boards was maintained by the teachers of the school in the college buildings. During the period of activity of these boards 5,874 cases were referred to, and examined by this advisory board.

The building and equipping of the Columbia War Hospital on the University property at Gun Hill Road in the Bronx, and the turning of this 500 bed hospital over to the army has been described in a previous report. As General Hospital No. 1 this institution was doubled in size under army control and became an important factor in the hospital facilities of the port of debarkation whose headquarters were in Hoboken. The majority of the teachers in the school served also in various war activities; many were members of the local draft boards, others helped in the local work of the Red Cross, some were associated with other auxiliaries or with the Council of National Defense. In the College the work of all was concentrated on teaching, and most instructors had to perform more than double their usual duty. Teachers in the College added to their regular duties extra work in the various classes organized within the Army Medical Corps to give special instruction to medical officers in the specialties of Neurology, Special Surgery of Fractures and Urology. Research of purely scientific character was largely conspicuous by its restrictions. The officers of the College who took commissions in the Army saw service in many capacities, not only with the American Expeditionary Force but with the French, the British, and the Italian armies also.

The honor roll of those who died in service is not large when one considers the work done and the results accomplished in the war after the entrance into it of the United States. The list of students and graduates of the College who accepted commissions in the Army or Navy is not yet completed. So far as known there were twenty-seven students and graduates who ended their professional careers by the fatal termination of disease or casualties while on duty with the Army or Navy. The list of these is given here:

John Giraud Agar, Jr (1919), Paul E. Betowski, (1906), Albert George Bising, (1896), Joseph Bidleman Bissell, (1883), Lorenzo Burrows, Jr. (1889), Eugene Wilson Caldwell, (1898), William Harmon Chapman, (1917), Sigmund Deutsch, (1902), Arthur David Dryfoos, (1899), Clarence Fahnstock, (1900), Samuel Goodlick, (1916), Austin Latting Hobbs, (1911),

Martin Holzman, (1915), Theodore Caldwell Janeway (1895), Frank Henry Knight, (1899), Oscar N. Leiser, (1896), Lewis Durant Mead, (1900), John Richard Perkins, (1918), Leo S. Petersen, (1911), David M. Rothenberg, (1917), Samuel Solovie, (1917), Sidney Lehman Spiegelberg, (1906), C. H. Starkweather, (1920), Karl L. Steinhoff, (1918), David Everett Wheeler, (1898), John Edward Williams, (1913), Lewis Zion, (1915).

The ranks of the faculty were invaded by death during the year by the loss of Professor Edwin B. Cragin. Professor Cragin had been the director of the Sloane Hospital and Professor of Obstetrics since 1899, and also Professor of Gynecology since 1903, when he first united those two specialties of medicine. Professor Cragin had previously been Secretary of the Faculty and had served the College continuously for twenty-four years. Under his leadership the Sloane was enlarged, and he gave his whole time and his very life for his professional work and the College. Under this heavy strain his health broke down, but he continued as he believed his duty led him until neither rest nor retirement could repair the physical degeneration of his body, and he finally passed away though not yet old in years. His life was a model of the hard working physician and teacher, whose whole thought was for his profession and never for himself.

Although Professor Abraham Jacobi died in July, after the date of this report, it seems fitting to add something concerning his achievements in the College at this time, since the report will not be published till some time in the fall. Professor Jacobi died in his 93rd year, having received from the profession the highest honors it had to bestow. It is particularly as a teacher that he should be noticed in this report. He was appointed as Professor of Diseases of Children in 1872 and served until 1902 in that chair. His views of teaching were always advanced and he believed long before his colleagues in the free use of ward services in hospitals for the instruction of undergraduate students. The College possesses a fund which bears his name for the support of teaching the specialty of pediatrics in hospital work. This

fund was donated by one of his admirers and is one of the earliest endowments for clinical medicine owned by Columbia. After his retirement Professor Jacobi continued his interest in his special work, and helped up to the time of his death to increase and improve the hospital connections of this College.

Professor Nathaniel Bowditch Potter transferred his work to Southern California in 1916 because of a serious breakdown in health. He resigned his professorship of Clinical Medicine during the past year when it became evident that he could never return to New York. As an officer of this College he was an inspiring teacher and an enthusiast for the improvement of pedagogic methods. He began anew to build up in California a laboratory for the scientific study of the diseases of nutrition, and had succeeded in founding a noteworthy medical institute when death came as a result of the chronic disorders against which he had struggled, and in spite of which he had continued to devote himself to an active life in scientific work for many months.

Dr. Walter F. Chappell, Professor of Clinical Laryngology, died suddenly on October 19, 1919. Professor Chappell was no longer active in teaching. He represented the College at the Manhattan Eye, Ear and Throat Hospital, which had been used for clinical instruction in that specialty. He belonged to a group of clinical professors who had formerly been a large factor in medical education, and had practically retired from active teaching at the time of his death.

Dr. Painter has resigned from the professorship of Clinical Obstetrics in which he has directed the work of the students in the practice of that specialty in tenement ^{Resignations} houses among the poor. The College loses a loyal member of the faculty whose work has been of advantage in the Nursery and Child's Hospital and as a member of the Board of Managers of the Vanderbilt Clinic.

Professor Walter W. Palmer has accepted a call to Johns Hopkins Medical School as Associate Professor of Medicine. His work in the College has been of the highest value. As Associate Professor in Columbia he has carried the whole executive burden of the department for two years during

the absence of Professor Longcope on war service. In order to do this he resigned a commission in the Medical Corps of the Army and proved his greater patriotism by serving as an over-worked educator without the éclat of military surroundings in a post, the duties of which he had recently assumed. This College regrets the departure of a brilliant and efficient worker in clinical medicine and wishes him every success in his new field of work.

My own resignation as Dean and Professor of Clinical Medicine is based upon a self-made resolution taken at the age of 45, when appointed Dean in 1904. Only some unfinished work of great importance could ever have brought about a reconsideration of the decision then taken to resign at the age of sixty. A similar action has frequently been taken by teachers in this school and always a greater gain than loss has followed. The resignations of Sands, McBurney, and Bull in surgery, of Delafield in medicine, of McLane in obstetrics were cases in point, and all proved the wisdom of following their example, for no compelling situation exists in the affairs of the College to justify a reversal of this unwritten tradition.

It is true that the Trustees of the University and the Managers of the Presbyterian Hospital have set a time limit to the cooperation between the two institutions which they united in calling a permanent alliance eight years ago. This fact, however, calls for a new administration in the Dean's office of the College of Physician and Surgeons and not an old one. This separation when brought about will be for the disadvantage of both institutions. The hospital will lose the prestige and great importance of a university connection. It cannot develop as a teaching center except as an adjunct to a university medical school. The future of the Presbyterian Hospital however is not a question for discussion in this report. The College of Physicians and Surgeons will lose by this separation absolutely and forever the work of development in hospital teaching, the accumulations of hospital records, the organization of hospital personnel which are the result of eight years of consistent endeavor. It is

an absolute necessity that this College possess the educational control of a large hospital. It must ally itself to an existing hospital or build and conduct its own University hospital. The simplest solution is the latter and is one entirely of finance, but it is far from easy, as a study of the past will show. The present situation is a new one and an acute one and calls for a new administration for its development. An old administration which is out of sympathy with the contemplated change in hospital relations and which disapproves of the existing situation is retiring from active service wisely and opportunely at the present time.

The new administration of the College has been organized under an increased force, and William Darrach, Associate Professor of Surgery, has been appointed Dean, with Sidney R. Burnap, Instructor in New Surgery, as Associate Dean. The work of Appointments the Dean's office has developed during the past fifteen years to such an increasing extent that it is felt that two full-time incumbents are necessary properly to carry on the business of the school. These new appointments have been made with due consideration of the traditions of the hundred and twelve years of active work of the College of Physicians and Surgeons. This College has looked with suspicion on the suggestion that all successful medical schools must be re-organized on a single model. It has approved and practised the plan for the migration of teachers from one school to another, but its established tradition is to advance to the head of any department one of its own teachers, unless a distinct reason for some other action is very apparent. This College prefers to bring to its teaching halls a new instructor to fill a subordinate position rather than to risk, by the intellectual revolution which a complete change may sometimes involve, the advances that have been developed in the past. It believes that though medical teachers may move from one institution to another these changes of environment should not be frequent, lest the unfortunate professor lose his individuality and be changed from too much and too varied an experience into a crystallized uniformity of mind and thought.

Professor Wm. E. Studdiford, who has been Professor of Gynecology at New York University, has been called to succeed Professor Cragin as Professor of Obstetrics and Gynecology and Director of the Sloane Hospital for Women. He brings a large experience from Bellevue and the Nursery and Child's Hospitals and has formulated plans for an organization of the Sloane which will place that hospital on a larger plane of service to the public and to education than ever before.

It has been a most pleasant and engrossing duty to be able during the past fifteen years to develop my ideals for medical education and to place the College of Physicians and Surgeons as high in the front rank of medical schools as lay within my ability to succeed. The Trustees have added my name as Dean Emeritus to the permanent rolls of the officers of the University and I pledge my support and continued interest, though on the inactive list, to the welfare of the College of Physicians and Surgeons.

Respectfully submitted

SAMUEL W. LAMBERT

Dean

June 30, 1919

GEORGE CROCKER SPECIAL RESEARCH FUND

REPORT OF THE DIRECTOR
FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

I have the honor to submit the sixth annual report from the George Crocker Special Research Fund.

The record of the past year has been one of satisfactory progress in scientific investigation. Since the coming of the armistice more normal conditions have returned in regard to the obtaining of sufficient mice and other animals for experimental purposes, but the rise in the cost of living is making it more and more difficult to keep the excellent group of laboratory helpers whom we have trained in the last five years.

Quite in keeping with the other forms of business, the high prices offered by the Government for mice enormously stimulated the breeding of these animals, with the result that when the demand ceased abruptly in November many persons found themselves carrying a heavy overload of a useless commodity; worse than useless, in fact, because it was impossible to carry mice over for any length of time to sell at a future date. The result has been that the price has fallen, in some instances even to below pre-war levels, and many breeders have been forced out of business because the cost of food and labor has remained high while the profit on the commodity has diminished more and more until in many cases it has become a negative quantity.

As usual in past years, mice bearing standard tumors have been furnished to other laboratories on request, among these, the Department of Pathology of Washington University, the Maine State Department of Health, the Rockefeller Institute,

and the New York State Institute for the Study of Malignant Diseases; and attempts are being made to send a supply even to the Pathological Institute of the Imperial University of Tokyo, although the vicissitudes of the voyage make it difficult to keep the animals alive and well for the long period necessary.

There have been no new appointments to the staff during the year. Mr. Paul M. Giesy, who served with great distinction in the Chemical Warfare Service of the Army, has returned to take up his original problem, that is, the attempt to isolate the unknown substance or substances resident in the placenta which cause the growth of the uterine musculature. Dr. Robert T. Frank also has returned from France where he saw active service with the Mount Sinai Hospital Unit, but owing to the pressure of other affairs he has not up to the present been able to resume work in the laboratory.

The staff of the Fund has been fortunate in having during the year as a colleague Professor Vera Danchakoff of the Department of Anatomy, whose wide knowledge of histology has been of the utmost value in the study of problems connected with the growth and disappearance of transplanted tumors.

Dr. Carlos F. Arroyo has left the laboratory to take up the assistant editorship of the Spanish edition of the *Journal of the American Medical Association*.

The Summer Session course in the diagnosis of tumors was unusually successful owing to the large number of well trained men who presented themselves as students, among them a number of teachers from other institutions. Such an increase is quite in line with the trend of medical practice. Time was when the surgeon considered anatomy as of far more importance in his intellectual armamentarium than pathology, but of recent years with the codification of operative procedures an extensive knowledge of anatomical details is becoming less important, and it is being realized that, especially in tumor surgery, an accurate knowledge of pathology is extremely necessary for the best results. Both lay and professional opinion has also changed in the last few years

as regards the fundamental necessity of accurate laboratory diagnosis for surgical material, and the American College of Surgeons has recently laid especial stress on this point. The difficulty at present is that there are more laboratories than there are men competent to work in them. The use of technicians without medical education to make diagnoses on tumors has resulted in some very unfortunate mistakes which might easily have led to legal action had the patient been aware of the facts. There is, in consequence, a growing demand for physicians trained in tumor diagnosis, and it is exactly this demand which the summer course of the Crocker Fund is intended to meet.

At the request of Professor Jobling the staff of the Crocker Fund assumed responsibility for that portion of the course in pathological histology at the College of Physicians and Surgeons which considers the structure and nature of tumors. In pursuance of Professor Jobling's wish, Professors Wood and Woglom took charge of the third year class in pathology for a period of three weeks. Such correlation between departments is valuable as it brings together men who are working on similar problems in different laboratories and results in an interchange of ideas which is most useful. Whether the student body felt the benefit must be left to it to decide.

During the year the Director published the eleventh edition of Delafield and Prudden's Text-Book of Pathology, and also a paper on Immunity in Cancer which was read before the Association of American Physicians, served as chairman of the Section on Pathology and Physiology of the American Medical Association, which met at Atlantic City in June, and made a number of public addresses, notably one at Atlanta before some of the members of the Georgia State Medical Society. He also assisted in the editing of a popular pamphlet for the American Society for the Control of Cancer, of which he is one of the directors.

Professor Woglom continued his experiments in attempting the production of tumors and his studies on immunity, and published in the *Journal of Cancer Research*, of which he is editor, a paper on Virulence and Adaptation.

Professor Danchakoff made a communication before the Society of Experimental Biology and Medicine on Mesenchymal Activity as a Factor in Resistance against Mouse Sarcoma in the Chick.

Dr. Frederick Prime continued his studies on the quantitative effects of x-rays on tumor cells, and served as assistant editor of the *Journal of Cancer Research*.

Dr. Rohdenburg collected and published a very interesting series of cases on cancer in man which had undergone spontaneous cure, and he and Dr. Bullock published a paper on Experimental "Carcinomata" of Animals and their Relation to True Malignant Tumors.

Dr. Itami reported a case of mammary carcinoma in a cat, and published a refutation of the claim of certain French physicians that magnesium salts are of benefit in the treatment of cancer.

A number of other papers have been published during the year, and experiments are in progress on the measurement of the quantity of x-ray required to kill tumor cells, on the conditions which underlie immunity to tumor inoculation, and on the relation of the spleen to infection.

During the year a large number of patients have been treated with x-rays and radium, and the number of persons so applying has increased to such an extent that plans are under way for a considerable augmentation of the staff to care for those who desire the opportunities which the Crocker Fund can offer. In addition to those coming for treatment, a large and rapidly increasing number of persons have applied at the laboratory for diagnosis, either of their own volition or because sent by their physicians. Many such persons have been found to be suffering from operable malignant growths and have been referred to surgical colleagues for suitable treatment. In some cases the condition has been inoperable, and such patients have been treated in this or referred to other institutions for proper care. A not inconsiderable group are those still under the delusion that cancer is hereditary or contagious and come for information on this point. Others have been found to have only benign tumors, many of which need no treatment.

The number of tumor specimens sent in for diagnosis has also rapidly increased, and they are now coming from all portions of the country—from Maine to the Pacific Coast. Many of these specimens are of great scientific interest apart from the question of diagnosis, and add to the value of our teaching and reference collection of tumors.

Respectfully submitted

FRANCIS CARTER WOOD

Director

June 30, 1919

SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University,

SIR:

I have the honor to present to you the following report on the work of the Schools of Mines, Engineering and Chemistry in the academic year just closed.

An Emergency
Year

It has been a year to test and develop adaptability and to shake off any accumulated burden of academic custom and precedent.

Last summer the students of the class of 1919 in Civil Engineering, Electrical Engineering, and Chemical Engineering were occupied with special intensive courses in order that they might be graduated quickly and become available for use by the Army and Navy. Outside of the several army and navy schools we could look forward to only a small number of students in the Winter Session, mainly Engineer Reserve men, and our principal problem was how to maintain the instruction of even these men in the face of the steadily increasing demands of the Army and Navy for the services elsewhere of the faculty. Also it appeared that the continuation of the war would mean almost a cessation of the supply of entering students. Then came the new draft act with extended age limits and hard upon that the plan for the Students' Army Training Corps, with its provisions for preventing further depletion of the supply of engineering students in training.

Since happily it was not necessary to proceed far upon the S. A. T. C. program it is sufficient to say of our S. A. T. C.

Engineering Studies
in the S. A. T. C.

adaptation of the curriculum for students already in the engineering schools, that it was planned to have the work of one S. A.

T. C. quarter correspond as far as possible to one of the regular sessions, that is the third year men would graduate in

two quarters, the second year men in four quarters, and so on. At the request of the War Department Committee on Education and Special Training, a two year course was laid out for students just entering from high schools, which would give good scientific training as far as it went, and include some of the more elementary engineering subjects. This course was arranged so that students, if the war should end, could proceed without any difficulty of adjustment into our regular engineering curriculum.

The engineering students seemed to like the military discipline of the S. A. T. C. and to take a loyal pride in it, but the waste of man time apparently inseparable from the military method during the period of organization, was most trying to them. Time in which to study became with them the one thing to be desired. The Administrative Board of the S. A. T. C. and the Commanding Officer were fully appreciative of the fact that the engineering students were in for a different job from the other students, and conditions as to time for study steadily improved, until by the date of the armistice our work was going pretty smoothly. As soon as it was foreseen that the S. A. T. C. would be dissolved by Christmas we swung back into our regular two session a year curriculum.

In the Spring Session so many of our teaching staff were still in the Army and Navy that we were unable to arrange make-up courses for our students as they returned from the service and had to give our efforts to trying to arrange that each student should be able to start off squarely with the regular curriculum in the next academic year.

This year has, on account of the general rearrangement of curriculums and courses to meet the emergency, presented a most favorable opportunity for a thorough re-
 view of the curriculum and the adoption of changes
 in the light of our four years experience with the
 present professional engineering courses. The many changes that were made cannot be detailed here, but the faculty in preparing and adopting the changes had definitely before it four principal objects, as follows:

Revision of
Curricula

1. A better selection of subjects of study.
2. The avoidance of nearly similar courses given similarly for different groups of students.
3. Reduction in the number of different subjects of study pursued at the same time.
4. A reasonable total weekly requirement of class, laboratory and study hours.

In the rearrangement something was accomplished in each of these directions, though perfection is hardly attained.

Quite in line with the objects in view in the recasting of the curriculum is the desire on the part of the faculty to give Unity attention to developing a greater sense of unity in the student body, to the end that the student interested primarily in one branch of engineering may not feel that his fellow student in another branch of engineering is far removed from him, but rather that they have very much in common, particularly as to aims and ideals, and much to learn from each other. Of more importance still is it that the professors do not in student opinion become segregated and apportioned only to the students with main interest in their own departments. The candidate for the Engineer of Mines degree may and should feel that the professor of Civil Engineering is his professor just as much as is the professor of Mining. The departmental organization is a convenient one on certain administrative grounds but in so far as it may tend to fence off and segregate personalities, whether professors or students, it interferes with the freedom of the University. The moderate numbers of our present registration ought and will make it possible to set now a renewed standard of unity in the whole school.

The notable services rendered by members of the faculty and of the student body in the war, and the recognition and War Schools honors accorded them constitute material for a long report in itself, and are omitted from this report because the University is suitably recording these deeds elsewhere. The several army and navy schools and correlated organizations that were connected with this faculty were duly discontinued after the armistice; the Signal Corps School of Photography and the Ordnance Department School of Explo-

sives Manufacture in December 1918, the Air Service Radio Officers school in February 1919, and the U. S. Navy Gas Engine School in March 1919.

Undue expansion of the University is often a subject of criticism, but the broadening of educational opportunity that comes from the correlation of already existing facilities and courses of instruction to meet a developing need is a valuable contribution to the welfare of the University and its students. An example of this constructive work is the arrangement and adoption by the faculty of an alternative curriculum leading to the degree of Engineer of Mines, which is largely a course in applied geology. The demand for mining geologists and geologists who can apply their science to problems upon which engineering works of various kinds may be dependent, for example, water supply, tunnels, foundations, has been a steady one, and our department of Geology had already developed valuable instruction in this field. The combination of this geological work with the fundamentals of the regular mining engineering course constitutes a program of study from which students will go into applied geological work with excellent equipment for cooperation in mining and other engineering enterprises, understanding not only the treatment of geological problems, but also the fundamental features of engineering. The institution of this program of study happily coincides with the highly welcomed return of Professor Kemp, to take up with renewed vigor his work in geology.

New Course in
Mining Geology

Another important action taken by the faculty quite in line with the institution of the Mining Geology course was to consider and approve at the last meeting of the year for presentation to the Trustees a three year curriculum in preparation for Management Engineering in the operation of factories and other industrial enterprises. The admission requirements would be the same as for the other engineering courses. This three year professional course, in addition to the most important of the more strictly engineering subjects,

Proposed course in
Management Engineering

would contain, especially, courses relating to organization and management, economics and finance, labor questions, and in general what may be termed the business side of engineering. The desire is to furnish a suitable education for men who, while looking forward to the administrative or business side of production rather than the technical, desire nevertheless to have their training based on sound scientific and technical foundations. The desirability of such an education for a considerable number of men is obvious, but we have not hitherto felt in a position at Columbia to undertake it. At present the development of our new and vigorous School of Business has reached a point at which, by combining the resources of the School of Business with those of the Schools of Mines, Engineering and Chemistry we should be able to offer this course of instruction to great advantage.

The faculty recommended to the trustees the establishment of a new and appropriate degree for students completing this curriculum and proposed the degree of Management Engineer. Since the trustees are, for good reasons, in general opposed to increasing the number of different degrees offered in the University, the faculty has been requested to study the whole subject before the new curriculum is definitely advertised. In the meanwhile, Professor Rautenstrauch, who is the chief proponent of this new course in management engineering, is giving evening courses on organization and management which have drawn a large number of students and indicated clearly a strong demand for that type of instruction.

In the department of Mining and Metallurgy few students were left in the regular engineering course. There were, however, about the usual number of students working on research. Naturally enough, this year these students were nearly all foreigners, and it is an interesting fact that among them were a number of excellent men from the Orient, both Chinese and Japanese. The steadily improving quality of the Oriental students coming to us for advanced scientific work reflects clearly the better opportunities for elementary and collegiate scientific education that are developing in China and Japan. Investigations

Mining and
Metallurgy

on the hydro-electrolytic treatment of nickel and copper mattes, on insoluble compounds formed in the roasting of zinc ores, on oxidation of tungsten electrically after formation of soluble compounds, on the temperature of reduction of tungsten oxide by carbon, on the fusing point of standard refractories and clays, are among those on which these research students have been engaged.

Professor Peele has revised and largely rewritten his book on "Compressed Air Plants" and published it in the spring. Professor Campbell, while carrying on his full work as a Lieutenant-Commander in the Navy and Metallurgist to the Navy Yard, New York, was able out of hours to give instruction to classes and direct research students. In connection with his Navy Yard position he has conducted a large amount of experimental work and has collected extensive material that he will be able to use in instruction and research. Professor Walker devoted a large amount of his time to war work as consulting metallurgist for the Ordnance Department of the Army, Inspection Division. This work was done both at Columbia and on inspection trips to some forty plants. Professors Raymond, Walker and Campbell all served on important advisory committees in connection with the prosecution of the war. Professor Kern has continued his researches in the electrolytic separation and refining of metals, publishing several papers. Professor Hall has done considerable work on the development and application of metal powders for industrial purposes.

Since the retirement four years ago of Professor Monroe, the subject of ore dressing and in particular the rapidly developing field of the application of flotation processes to ore concentration has not been represented by a special faculty member. Naturally, the war has interfered with making full provision hitherto for instruction in this field, but it is well recognized that this is a specialty that has become of very great importance, and one in which new principles are being applied and a special technique developed. There is, furthermore, just now fine opportunity for research in this direction. With these things in view, arrangements are under way to secure next year as Pro-

Professor of
Ore Dressing

fessor of Ore Dressing a man who has had very successful experience as a teacher of the principles underlying the various processes and who has of late been very closely in touch with practice in mines and with research as carried on for large mining companies. It is expected to develop the instruction in this field not only for our regular mining and metallurgical students, but also for practicing engineers who desire to study recent developments and for research students.

In the department of Civil Engineering, besides the instruction which was carried on without interruption, the Civil Engineering most noteworthy feature of the year was the very marked increase in the activity of the Testing Laboratory. The organization of the laboratory was entirely changed in September 1917, the control being placed in the hands of a committee of the department consisting of Professors Lovell and Finch and Messrs. Beyer and Krefelt, with Mr. Beyer as chairman in direct charge of the laboratory. This year a very much larger amount of work than in any previous year was done in the laboratory. The Testing Laboratory undertakes to make tests and investigations in connection with the strength of materials and related subjects for individuals and industrial firms, and at the same time carries on, partly under the Wm. Richmond Peters, Jr. Fund for Engineering Research, non-commercial investigations of problems in this field. Up to the time of the armistice, the work done was for the most part testing of war material, partly for the Army and other agencies of the government, and partly for manufacturers engaged on war contracts. Immediately after the armistice there was a decrease in the amount of work coming in, but it rapidly increased again to the capacity of the laboratory. The number of tests made during the year was 2,742, the majority of them, of course, being of a routine nature. The clear indications are that the possibilities of development of a testing laboratory at Columbia University are limited only by the capacity and equipment of the laboratory and the ability and diligence of the laboratory personnel. In spite of the somewhat limited space and equipment of our Testing Laboratory, it appears to be given preference over

similar laboratories far better equipped than ours. This is to be accounted for in part by the strategic position of the laboratory, that is, its location in the heart of the industrial activities of the metropolis, and partly by the fact that the laboratory has back of it the independence of a university. It may be said that routine testing work is not of the highest importance for a university, but it is found that such work is in many cases the means of bringing the laboratory in touch with many of the larger problems confronting engineers and industrial establishments, and furthermore this routine testing work is at present our only means of building up an organization in the laboratory that is capable of handling and solving larger engineering and industrial problems. The personnel of the laboratory has in the past year not been large enough to permit of any great amount of pure research work, but the laboratory is about to publish a bulletin giving very interesting results of an investigation into the actual conditions that determine the holding power of railway spikes.

There were left of the regular staff in the Department of Electrical Engineering only Professor Slichter and Mr. Keller, but as this department had a large undertaking to carry out in connection with instruction in the Electrical
Engineering Air Service Radio School, a number of instructors were temporarily added to the staff. Professor Morecroft was with the Navy as a civilian technician in the Winter Session but was able to divide his time between the Navy and the University in the Spring Session. Professor Arendt was Lieutenant-Commander, and later Commander, in the Navy and was stationed at the naval base at New London. Professor Hehre and Mr. Mason were Lieutenants in the Navy. Nearly all of the electrical engineering students were drawn off into the Army or Navy so that Professor Slichter and Mr. Keller, with Professor Morecroft in the Spring Session, were able to carry the required instruction.

It is with great regret that the death of Mr. Frank L. Mason, instructor in Electrical Engineering, has to be recorded. Mr. Mason had been for two years in the U. S. Navy giving instruction in the Gas Engine School, and had been promoted

to the rank of Lieutenant, senior grade. His death occurred after a short illness immediately after his return to the University from the Navy. As an instructor he had made himself so proficient in the subjects under his care that it will be indeed difficult to fill his position again.

The department of Electrical Engineering has been developing with much success evening courses under the Extension Teaching Department. Not only are elementary courses in Electrical Engineering offered, but in the Spring Session Professor Morecroft gave to a group of specially trained men working in research laboratories in the city a course on high frequency electrical circuits. It seems reasonable that the best service that we can render to the public in extension courses in engineering will be in the direction of high grade courses for men already possessing a training equivalent to that of the engineering graduate, of which the course just mentioned is a good example.

The staff of the department of Mechanical Engineering was nearly all taken over by the Navy. Professor Lucke was Lieutenant-Commander and later Commander, and Professors Parr, Sleffel, Thomas, Thurston and Moss were Lieutenants. The remarkable work of these men in the Navy has been officially and publicly recognized. While the staff was thus largely drawn off from the instruction of our own students, this instruction was very well cared for by Professor Rautenstrauch, acting Professor Ennis and Mr. John, with valuable cooperation from their colleagues who were as officers in the Navy still stationed at Columbia or at the Pelham Bay station. We were exceedingly fortunate to secure the services of Professor Ennis, on leave from the Polytechnic Institute of Brooklyn, as acting professor for the year. His teaching and judgment were highly valued by his students and his colleagues.

Under the guidance of Professor Lucke, those professors of this department who were released from the Navy in the spring, immediately took up a study of the equipment of apparatus and machinery in the laboratories and the additions that could most profitably be made, preparing a very detailed and

valuable report, which led to the appropriation by the trustees of \$25,000 for equipment in Mechanical Engineering. The new apparatus and machinery to be purchased will be acquired just as rapidly as the rather uncertain present state of the market will permit, and much of it will be on hand for use by the opening of the next session.

While the members of the staff of the department of Chemical Engineering were active in much direct and indirect war work for the first half of the year, the department, nevertheless, gave the instruction called Chemical
Engineering for by the students, and in addition, carried out a very considerable amount of research work. Not only is Chemical Engineering attracting more regular students just now than any other branch at Columbia, but the department has also the problem of taking care of an increasing number of graduate students who come here to work for the Doctor of Philosophy degree in Chemical Engineering or Applied Chemistry. Provision has just been made for the addition to the staff of an associate professor of Chemical Engineering, Dr. Arthur W. Hixson, formerly associate professor in the University of Iowa, and recently of the Explosives Division of the Ordnance Department, U. S. A., where the record of the work done by him and the responsibilities he bore, show that beyond being a teacher he has the experience of handling successfully large practical problems. At the same time, provision is being made for the addition of an assistant professor, Dr. Jerome J. Morgan, formerly of Stevens Institute. While Professor Hixson will have his main interest in the field of applied organic chemistry, Professor Morgan will have charge of the laboratory work of the first year students in chemical engineering measurements, and in general will give instruction mainly in connection with inorganic and analytical applied chemistry. It is with regret that the department loses the services of Dr. C. E. Davis as instructor, on account of the development of industrial research enterprises in which Dr. Davis is interested.

The department of Chemical Engineering is faced with the alternative of restricting the number of students admitted

in the near future or of securing more space for its laboratories and particularly for its research laboratories. So far as they go, the laboratories are acknowledged to be at least as well equipped as those in any institution, but the space occupied in Havemeyer Hall is already insufficient.

The General Bakelite Company has established a research fellowship in this department with a stipend of \$1000 for the next academic year. While this is a fellowship established by an industrial company, it is not an industrial fellowship in the usual sense, in that the researches carried out by the fellow are not to be used for the particular benefit of the company supporting the work. In this case they are to be published in the same manner as those of any university fellow. If the example of the General Bakelite Company is followed by other firms, the University may in this way be afforded much needed funds for carrying out unrestricted research.

The indications are that in the number of students registered we shall be at the beginning of the next academic year about where we were two years earlier when the war came on, but the registration in the pre-engineering course in Columbia College will probably be much larger than it was at that time. We may look for a total in the Engineering School and in the Pre-engineering Course in Columbia College, of about five hundred students. In any comparison with the numbers registered in our former four-year engineering course it will be necessary to take into account as above both the students in the professional engineering course and those in Columbia College preparing for engineering.

The attractiveness of our three-year professional course is evidenced by the large number of inquiries we have been receiving from college graduates and students in the third or fourth year of college. A study of the preparation of the men who make these inquiries shows very clearly that in general, students who are looking forward to the study of engineering at Columbia or elsewhere after completing a college course are not sufficiently well advised as to the prep-

Number of Students

College Preparation
for an Engineering Course

aration they should obtain while in college in the fundamental sciences of mathematics, physics and chemistry. In almost all of the better colleges, it is quite possible for the student to obtain a thorough and well rounded preparation in these subjects by electing the proper courses, but the cases are all too frequent in which the student has specialized in chemistry to the neglect of mathematics and physics, or sometimes in physics to the neglect of chemistry, with the result that when he comes to enter our engineering course, he finds it necessary to spend a year in the pre-engineering course in Columbia College. If parents, friends, or instructors standing in the place of advisers of those men in college who look forward to studying engineering, would impress upon them the necessity of a well rounded preparation in the fundamental sciences, the students would be saved much time and disappointment on going to the engineering schools of their choice. Since many students come to Columbia on the advice of one or more of our alumni, it is to be hoped that the advice to such students will include the suggestion that while in college they communicate with our Director of Admissions on the subject of their preparation for admission.

Respectfully submitted

GEORGE B. PEGRAM

Dean

June 30, 1919

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

As Dean of the Faculties of Political Science, Philosophy and Pure Science, I have the honor to submit the following report for the academic year ending June 30, 1919.

The Report of the Registrar shows that the total registration under these faculties, including the Summer Session of 1918 and students registered primarily under other faculties, decreased less than one per cent. Last year it decreased about fifteen per cent.

Registration and Degrees
The primary registration for the Winter and Spring Sessions, however, suffered a decrease of twenty-five per cent which, combined with a decrease of twenty per cent for last year, measures the maximum effect of the war on the registration. The number of degrees conferred was as follows: Master of Arts, 241; Doctor of Philosophy, 52. The figures for last year were 281 and 83, respectively. Greater decreases in the registration and in the number of degrees were expected. But all expectations based upon the figures of last year and upon the probable effects of the Students' Army Training Corps were made futile by the sudden termination of hostilities and the emphasis which the war itself placed on education. In January the University found again its normal ways with remarkable speed and completeness, students began to return, and the year closed with clear indications that the registration would soon reach its old figures.

The establishment of the Students' Army Training Corps at the beginning of the year, although it affected the work of these

faculties far less than that of others, gave every prospect of an interesting and valuable experience. But the actual experience was so brief, so intense, and so bewildering, and the return to normal conditions so spontaneous, that it is difficult to estimate the significance of the experience for education. It was signally important, however, in showing how quickly and effectively the intellectual forces of the University can be united to meet a great emergency when there is a compelling motive behind them. Those who shared in the consciousness of the University's power and resourcefulness can never be fully content to return to the old routine of the days before the war. They have seen that the public usefulness of the University is not measured principally in terms of its entrance requirements, its registration, or the regulations which hedge its degrees about, but in terms of its readiness and ability to contribute directly to the great need of public instruction generally. They have seen that it is socially far more important for the University to put the power of intelligence back of the work and desires of the people at large, than it is for it simply to continue the education of young people who, on quitting school, go to college, and on quitting college, go to the university. Or perhaps it would be more apt to say that they have seen that it is fundamentally important that the place where education is continued should be a place possessed by a vivid consciousness of what our country is and of what our people need to keep their enterprises intelligent and civilized. It is not that they think that education should be "more practical," as the saying is. They think rather that it should be based squarely on what the country is and is doing in order that its superstructure may give room for a natural endowment and beautify it, rather than be the expression of an unfulfilled desire.

The course on the "Issues of the War," which was prescribed for members of the Students' Army Training Corps, was planned and the instruction largely given by individual members of these faculties. The names of those in charge of sections of the course have been entered on the minutes of their faculty. It

Effect of the
S. A. T. C.

Course on the
Issues of the War

is fitting to record here the services of those who prepared the pamphlets used and those who gave the general lectures which formed a part of the course. The pamphlets received very favorable recognition both on account of their content and their method. The latter was a distinctive feature of them. Instead of following the easy and, to a very large extent, natural method of beginning with the history of Europe and leading up to the war, the pamphlets aimed first of all to present a political and economic survey of the state of the world in 1914 together with an account of the diplomatic discussions immediately preceding the war and of the entry of the several nations into it, and then followed this survey by a consideration of the political transformations in Europe since 1815 in order to make clear how the heritage of the past affected current events and the outlook for the future. The successful working out of this method was due to Professors McBain, Sait, C. D. Hazen, to the Department of History under the direction of Professor Dunning, and to Professor McFarlane of Teachers College. Special lectures dealing with important historical, political, economic, and diplomatic questions were contributed by President Butler and Professors Erskine, Giddings, J. B. Moore, Seligman, and Munroe Smith of these faculties, by Mr. Coudert of the Trustees, by Director Williams and Professor Slosson of the School of Journalism, and by the Honorable Crawford Vaughan, former premier of South Australia. The exacting and troublesome administration of the sectioning and housing of the more than 2,000 students in the course was ably and voluntarily worked out by my secretary, Miss Allen.

One of the important results of the course has been the planning for all freshmen in Columbia College of a similar course modified and enlarged to meet the demands of a thorough knowledge of contemporaneous civilization. Commenting on the course on the "Issues of the War" in the *Alumni News* for November 15, 1918, I ventured to say: "It is not surprising that those who have had to do with this course are beginning to ask themselves if it does not constitute the elements of a liberal education for the youth of today. Born of the consciousness that a democracy needs to know what it is

fighting for, it has awakened a consciousness of what we, as a people, need to know if our part in the world of today is to be intelligent, sympathetic and liberal. In the past, education was liberalized by means of the classical tradition. It afforded for educated men a common background of ideas and commonly understood standards of judgment. For the present that tradition no longer suffices. If education is to be liberalized again, if our youth are to be freed from a confusion of ideas and standards, no other means looks so attractive as a common knowledge of what the present world of human affairs really is. The war has revealed that world with the impelling clearness which tragedy alone seems able to attain. That our student soldiers may see the issues, is of immediate consequence. But the war and its issues will be the absorbing theme of generations to come. To the thoughtful, therefore, the course affords the opportunity to introduce into our education a liberalizing force which will give to the generations to come a common background of ideas and commonly understood standards of judgment."

Although the constructive work of these faculties in bettering their organization has been naturally interrupted, distinct progress has been made in several directions. The Faculty of Political Science has been called upon to meet a serious situation caused by the loss, during the last few years, by death, resignation, and retirement of an unusually large number of professors. The positions, thus vacated, have been difficult to fill because they were so largely the creations of those that held them. For this reason the wisdom of even attempting to fill some of them was doubtful. It seemed more advisable first to consolidate and intensify the work of the existing staff in view of the emergency created, and, when this was done, to proceed to enlarge the Faculty as necessity required and as the opportunity arose to add distinguished scholars to its membership. The reorganization involved has been undertaken on the initiative and under the leadership of Professor McBain, Chairman of the Committee on Instruction. After several months of study, frequent meetings of the Committee, and informal meetings

The Faculty of
Political Science

of the Faculty, the results were embodied in the new announcement of the Division of History, Economics and Public Law and formally adopted by the Faculty. The things which distinguish the announcement are principally these: it is genuinely a faculty announcement, not a collection of departmental announcements, and, as a consequence, sets forth the work of individual departments in the light of the work of the whole Faculty as a school of political and social science; it defines the faculty requirements for degrees in a way which makes clear to candidates, that, while the Faculty provides ample means for general preparation in their subjects, it is not that preparation, but research for which the Faculty is responsible; it consequently divides the courses offered by the Faculty into general and research courses, the former constituting a general survey of the sciences covered by the Faculty and the latter indicating the special lines of research on which members of the Faculty will be engaged, but provision is also made for special researches not covered by any of the scheduled courses.

The real significance of the announcement is not disclosed, however, simply by reading it or stating its characteristics.

The Reproduction
of Scholars

What the Faculty of Political Science has accomplished is an organization which ought to be productive in research, and, what is more, which ought, in biological terms, to be reproductive in scholars. Only great men make a great faculty or a great university, is an obvious truth. It has, however, a frequently neglected corollary, namely, that unless a faculty or a university is steadily engaged in the reproduction of scholars, distinction will depart from it with the departure of its great men. Any enterprise the reputation of which is dependent solely on the eminence of those engaged in it, may have a brilliant life, but its life will be short. The enterprise itself must be so organized that it will be genuinely reproductive of the type of eminence which produced it, if it is to have acquaintance with immortality. For this reason universities have been generally far more successful in sustained usefulness, and deserve, consequently, more generous public support, than institutions founded to foster some special project or illustrate

some momentary philosophy. These latter perform a great public service by loosening the bands of habit and by stimulating originality. They rarely last after their special work is done. The stimulus which keeps the university living is more than the inspiration of its founders. It is significantly the generations of students which come to it. They are the agents which fertilize it. It is, consequently, of first importance that the university constitute itself a reproductive organism. It should be a place not only where scholars exhibit their learning and prosecute their philosophies, but also where learning and philosophy are perpetually reborn. It is, I take it, the recognition of this principle, which is the significant thing in what the Faculty of Political Science has accomplished. It marks a recognition of fundamentals and is a symptom of healthy growth.

In former reports I have often commented upon the need of more satisfactory relations with our affiliated institutions and upon the importance of cooperating more effectively with the various educational forces in the city. This is a matter in which progress is unfortunately slow because other matters have consumed the time which is required for this. I am glad to report that during the year our relations with The Union Theological Seminary and the New York School of Social Work have been reconstituted on a far more satisfactory basis than heretofore. With these institutions our relations have always been close and cordial. The difficulties which have marked them have arisen from the fact that the reciprocal advantages to students did not operate equably, especially when students in these institutions were candidates for our degrees. Such students enjoyed certain privileges and exemptions, particularly in the matter of fees, which other students of the same standing in the University could not enjoy. Although this situation apparently affected the students only, it led, in the administration of our relations, to questions affecting the recognition of courses and faculty representation which could not be uniformly and satisfactorily answered. The decision of the Seminary to charge tuition fees in the future offered an opportunity for a new arrangement.

Affiliated
Institutions

This has been worked out for both of the institutions named and, although again it affected primarily the privileges of students, it has made adjustments in other matters easy and intelligent. I have already sent you the details of the new agreement. It is now desirable that our relations with our other affiliated institutions should be worked out in a similar way.

Although the general subject of our affiliations has been, as I have said, repeatedly pushed aside by other matters, it is kept actively in mind against opportunities which may arise to promote it. Professor Erskine has, on the basis of his experience in France, worked out a plan for the development of education in the fine arts in affiliation with interests in the city. It is a very attractive plan which he will probably present to you. It has a wider significance than is suggested by the subject with which it deals, for it involves the stimulation of social interests and standards of taste. The subject itself is, moreover, one about which much has been said, but little as yet accomplished.

At the close of the year 1917-1918 you appointed a Special Advisory Committee on Research and continued it for the following year. This committee has made a survey of the research work now in progress and obtained suggestions regarding new researches which ought to be undertaken. It advised the appointment in the summer of 1918 of students to undertake special researches on the Cutting foundation. It made for the current year the final recommendations for the appointment of fellows on the same foundation. Although it was not a committee of these faculties, its work, if it is continued, should be closely associated with theirs. Research in our universities has hitherto been developed in connection with graduate work because, apart from the interest of professors, graduate students originally made almost the only demand for it. In recent years, and particularly during the war, the situation has radically changed. The demand for research has now become public and social. National, civic, and private establishments have been set up to promote it, and many of the large industries of the country

have their own research laboratories. This movement has affected the universities. It has not left them alone to continue research as a part of their graduate work, but has sought their cooperation in the natural belief that the scientific atmosphere of a university is the best for research generally. This desire for cooperation has not yet been adequately met. We are still too much controlled in our organization by the American university tradition which has placed the university on top of the college and shaped it to meet the needs and desires of graduate students. If we are to meet the needs and desires of this awakened public and social interest in research, our outlook should be broadened. We have here an immediate opportunity to realize the idea of the university's public usefulness to which I have already referred. We need to welcome the new demand and to adapt the details of our graduate organization to meet it. Experience has shown that efforts on our part will be not only thankfully received, but also generously supported.

Since the problems raised in this connection concern other faculties besides these, I believe that the Research Committee should be continued, or that its work should be taken over by these faculties with the understanding that the problem with which they have to deal is not a problem of graduate work, but one of general university policy. Simplicity in administration suggests the latter course.

The budget for the year was made up in accordance with the suggestions contained in my report for last year. The work of the committee involved proved, I think, the ad-
visability of those suggestions. Its experience, The Budget
however, proved that there ought to be a better understanding of its powers and fuller knowledge on its part of the finances of the University, if the work of such a committee is to be as fruitful as it ought to be. I shall, on behalf of the Committee, send you a separate memorandum on the subject.

The Committee on Women Graduate Students two years ago pointed out the need of a suitable building for women graduate students. There was at the time a fair prospect that the building would be secured, but the war made post-

ponement necessary. The need of the building is so great that I urge a renewed effort to secure it. The representations made to me show that our women graduate students are very inadequately and improperly housed. The whole matter is, in my judgment, one which ought to appeal profoundly to the women of the city and particularly to the women's clubs and other organizations which concern themselves with the larger life which recent industrial, social, and political changes have opened to women. It is not extravagant to say that here is both a civic and public duty, and also a rare opportunity to illustrate worthily a successful cause. Like our other students our women come to the city of New York fully as much as to Columbia University, and they carry with them to all parts of the country an impression of the city's life and of its concern for human things. An appeal to the women of the city ought not to go unheard.

Respectfully submitted

FREDERICK J. E. WOODBRIDGE
Dean

June 30, 1919

SCHOOL OF ARCHITECTURE

REPORT OF THE ACTING DIRECTOR FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

As Acting Director of the School of Architecture, I have the honor to submit the following report for the academic year ending June 30, 1919.

There were regularly registered in the School during the year 31 candidates for the degree of Bachelor of Architecture, 9 candidates for the Professional Certificate in Architecture, and 2 candidates for the degree of Registration Master of Science. The registration figures were low for the Winter Session and the total for the entire year is still small, but it is interesting to note as an indication of the return to normal conditions, that the number of students attending the Spring Session was twice as large as in the Winter Session. In connection with registration figures it should again be borne in mind that all special or non-matriculated students now appear on the Extension Teaching list, and that there is offered in Extension Teaching a course leading to the Certificate of Proficiency. After the students in the School who are now candidates for the Professional Certificate have been graduated, all students in this class will be registered in Extension Teaching. Registration totals, in accordance with the foregoing, may be summarized as follows: Candidates for the degree of Bachelor of Architecture, 31; candidates for the Professional Certificate, 9; candidates for the degree of Master of Science, 2; special students and candidates for the Extension Certificate, 57; a total of 99.

The number of graduates of the School at Commencement was as follows: Bachelor of Architecture, 5; Graduates Professional Certificate, 4; a total of 9.

In the course of the year there were submitted in the School the total number of 198 problems of all grades in Design. Of Student Work these, 161, or 81 per cent., were of passing grade. Eighteen were commended, *i. e.*, received medals or other rewards higher than mention. Of the total number of problems submitted in Design, accordingly, only 19 per cent. were under passing grade. In the major problems, 127 were submitted, 115 of which, or 91 per cent., were of passing grade. Of these 18 were especially commended. In the minor problems, or nine-hour sketches, 53 were submitted, and 28, or 52 per cent., were of passing grade or higher.

The School, as is well known, undertakes each year a certain number of problems under the Society of Beaux-Arts Architects. During 1918-1919, 30 problems were sent to the Society for judgment. Of these, 13, or 43 per cent, were judged of passing grade, and 3 were especially commended. Three medals were awarded to students of the School. In Extension Teaching (Beaux-Arts work only) 6 major problems were submitted. All of these were considered of passing grade. In the minor problems, 2 were submitted, and 1 was considered of passing grade. In connection with the statement of award, and to explain the apparent discrepancy of accomplishment, it is important to bear in mind that major problems occupy a period of five weeks, while minor problems cover but nine hours and demand a wholly different standard of judgment.

The competition for the Perkins Fellowship, held this year as usual, was won by John L. Baker of the graduating class.

Fellowships and Prizes The problem given involved the idea of building tall buildings, instead of the customary low buildings, for schools in cities, an idea which might be carefully studied in view of the future needs of the University itself. Seven designs were submitted, three of which came from former students of the School. The American Institute of Architects resumed the award of its annual medal in the eleven leading Schools of Architecture. The

winner at Columbia was Lessing W. Williams. The Alumni Association also resumed the award of the Alumni Medal for Proficiency in Design. The winner was Emilio Rabasa.

The judgment of the Administrative Board of the School has been abundantly vindicated by the results obtained through the placing of matters concerning the Administration teaching of Architecture in Extension courses under the immediate jurisdiction of the Committee on Instruction of the School, subject to the ultimate approval of the Administrative Board. The plan places the affairs of the School in all its aspects under one general administrative arrangement, which is of especial value in view of the fact that Extension students in continually increasing numbers are taking advantage of the Certificate course.

During the year much thought has been given to two important questions affecting the course of study. The first is that of the relation of draftsmanship to the Curriculum training of the architect; the second, the relation of scientific construction to that training. It is a fact in the history of architecture that the men who designed the most famous architectural monuments were utterly incapable of producing drawings comparable with those of our modern American draftsmen, a matter that is of interest in connection with the dangerous tendency in our various school and atelier competitions to put a premium on this paper architecture. A way has, accordingly, been sought to relegate draftsmanship to its proper position as the servant and not the mistress of Design, and to focus attention in the work in Design on its fundamentals, *i. e.*, on planning, composition, and construction, rather than on its pictorial treatment. Methods, in this way, have been considered by which drawing shall be made to represent realities, and the student thus be trained to think in three dimensions, instead of two, so that his architecture may be one of solids and not of flat diagrams alone, as has undoubtedly been too often the actual state of the case.

In recent discussions of architectural education there has appeared a new emphasis on Construction. Since Construction inherently lies at the very foundation of Architecture, and

since modern ways of building have enormously increased the complexities of scientific Construction, it is evident that no school of architecture can keep abreast of the needs and demands of the profession that does not give increased attention to it in its course of study. How this may be done without encroaching upon the time needed for Design is the problem it has been attempted to solve.

A partial solution that has been adopted is to incorporate into the work in Design itself a certain amount of structural study and drawing, and to introduce into the criticism of Design by the instructors, from day to day, a constant insistence on structural factors and considerations. Bearing upon the matter more directly still, there has been introduced into the teaching during the year the construction of models by a number of students in connection with each assigned problem. While the presentation of drawings is not neglected, and for general purposes is carried to the same point of completion, the supreme advantage is also gained in this way of visualizing the realities of the problem through the agency of the model, which gives all three dimensions and shows the true scale relation of parts. This is undoubtedly both a pioneer and an important step forward in the teaching of Design in a School of Architecture. The *Columbia Alumni News*, it should be noted, published, as its issue of May 30, a School of Architecture number which reviews the activities of the School and calls particular attention to this phase of instruction.

It is the sad duty of the Acting Director to record the death, on the Sixteenth of October, of Charles Peck

Warren, Assistant Professor of Architecture.
Professor Warren

Since his graduation from the Department of Architecture, in 1890, he had been a devoted student and practitioner of his profession, and since 1893, when he joined the staff of the School, an equally devoted teacher in the successive grades of Assistant, Instructor, Adjunct Professor, and Assistant Professor, having had in charge at first the subject of Building Materials, then Specifications and Materials, and since 1907 Structural Design and Engineering. In all his teaching Professor Warren conspicuously displayed the quali-

ties of thoroughness and accuracy, and a devotion to high standards of accomplishment. The admirable diagrams of Construction, executed wholly by his own hand, which remain as a part of the illustrative material of the School, will long serve as a witness to his professional skill. Taken away in the prime of life, he leaves with us the memory of a gentle, modest, and kindly spirit, of quiet and devoted efficiency, of perfect fidelity to his responsibilities as a teacher, of sterling and unswerving integrity, and of pure unselfishness.

The death of Professor Warren just before the opening of the academic year left a serious gap in the teaching force. This has been filled by the appointment of Mr. H. V. Walsh to give instruction in Construction, and to assist in the criticism in Design in so far as this falls within his field. Mr. Gregory returned to the staff of the School to give the course in Modeling during the Spring Session.

During the year special lectures were given by prominent architects and painters on various phases of decoration, and a number of subjects directly connected with architectural design and practice as follows: Mr. E. T. Howes, "Models as Aids to Architectural Design"; Mr. H. W. Corbett, "Indication in Architectural Drawing"; Mr. Joseph Lauber, "Stained Glass"; Mr. P. A. Feigin, "Estimating for Decorative Work"; Mr. J. M. Hewlett, "Principles of Decoration"; Mr. W. L. Harris, "Mural Painting"; Mr. F. L. Ackerman, "Housing"; Mr. L. V. Solon, "Color in Architecture"; Mr. Paul Chalfin, "Laying out a Decorative Scheme."

The Committee of Visitors has shown as in previous years cordial sympathy with the School and the desire to cooperate with it. On the occasion of the last judgment fourteen were present on the jury of award.

The School of Architecture made its considerable contribution to the Allied cause along several distinct lines which for convenience may be grouped as follows: (a) service in the ranks; (b) service in contributory capacities; and (c) service in connection with the Students' Army Training Corps, with which should be included

a number of war courses and rearrangements of regular courses for war purposes. The appended tabulation indicates the different types of government service entered by instructors, graduates, and students of the School.

A large number of members of the School gave their services in various ununiformed capacities. These are in part indicated in the tabulation given. The tabulation does not, however, make clear the particular nature of the service rendered by certain instructors; for instance, Professor Boring was instrumental in developing the work in camouflage at Camp Columbia, which later was of great value in establishing the camouflage section under the engineers in the United States forces abroad; Professor Hamlin repeatedly gave his services in behalf of the Y. M. C. A. war activities; Curator Bach was one of the Staff writers for the Committee on Public Information; Mr. Lauber painted designation targets or range finding pictures for use in cantonments; Mr. Ware designed Hostess Houses for the Y. W. C. A., such buildings having been erected in a number of cantonments. There were twelve instructors actually with the colors. In connection with the S. A. T. C., five of the nine members of the Staff of the School were engaged as instructors.

Under the requirements of the S. A. T. C., instructors of the School arranged a base course in Camouflage. In this work four members of the staff were engaged: Messrs. Boring, Bach, Lauber, and Allen. Professor Boring gave instruction in the S. A. T. C. in War Hygiene; and Professor Hamlin and Curator Bach in the course in War Issues, in architecture, painting, and sculpture of the invaded regions of France and Belgium.

In addition to the work for the S. A. T. C., a number of modifications in the regular courses of instruction under the School of Architecture were made to meet war needs. The work in Construction was modified to include certain phases of camp construction and sanitation. In Design were included a number of problems in camp and war hospital planning and in housing. Students were permitted to substitute instruction in camouflage for regular courses in modeling, water color

drawing, or charcoal drawing. They were likewise permitted to substitute work in an Extension course in ship drafting for a stated number of units in Design.

Before the establishment of the S. A. T. C., a course in Military Camouflage (twelve weeks) for men of military age, had already been completed, instruction in which was given by Lieutenant L. H. Towle, 71st Infantry, New York Guard. This was an Extension course and met with such success as to warrant its repetition in two sections, one for men and one for women, both of which were well attended. Three different courses in Military Camouflage, accordingly, were being given simultaneously in Avery Hall. A course in Marine Camouflage was also arranged in cooperation with the Emergency Fleet Corporation, and a sequence of courses in Ship Drafting, which aimed to qualify candidates for United States Civil Service Examinations for Ship Draftsmen.

SERVICE RECORD

I. ARMY, in its various branches:

Commissioned officers (including two instructors)	58
Non-commissioned officers	7
Enlisted men	21
Rank not known or specified (including one instructor)	21
In service of foreign countries (including two instructors)	7
Instructors attached to S. A. T. C.	<u>5</u>
<i>Total (including ten instructors)</i>	119

II. NAVY

Commissioned officers	12
Non-commissioned officers	7
Enlisted men	7
Rank not known or specified	<u>3</u>
<i>Total</i>	29

III. RED CROSS (service in field or camp hospitals) 4

IV. Y. M. C. A. (service in field or camp) 3

V. CIVILIAN SERVICE

Industrial service (including one instructor)	9
Miscellaneous civilian service	3

VI. BRANCH OF SERVICE NOT KNOWN OR SPECIFIED (including one instructor) 5

Total (including two instructors) 24

Grand Total 172

To bring the School abreast of its opportunities, two measures should become operative as early in the future as is possible, each of which requires an outlay not now available. The University has in the Avery Library what is probably the finest architectural library in the country and doubtless as great as any in the world. It needs supplementing, within the School, by a correspondingly complete outfit of photographs. The original outfit, largely dating from 1883-1890, has at the present time huge gaps due to the wearing out, destruction, and loss of some thousands of photographs in the last thirty-six years. Within the next four years, there should be extensive purchases of photographs in Europe to replace the losses and to round out incomplete categories, together with a sufficient appropriation of funds for their mounting, labeling, and placing.

The second measure is the provision of an annual fund of from \$250 to \$500 to secure special lectures from experts in architectural practice, design, construction, and decoration, and to bring in this manner to the School the practical advice of men preeminent in their particular fields. At the present time it is possible to secure a limited number of such lectures without cost. There are, however, other experts, particularly those living in other cities, on whom we have no possible claim for gratuitous service, but who would gladly come to us for a modest honorarium, or even for the payment of necessary expenses. Such an annual fund should presently be made available, in order to give to the students of the School the outlook and inspiration which such contact amply provides.

With the end of the academic year under review the Directorship of the School passes into the thoroughly competent hands of Professor William A. Boring, who brings to the task, in full measure, both administrative skill in the conduct of instruction and the professional knowledge of the architect.

Respectfully submitted

WM. H. CARPENTER
Acting Director

June 30, 1919

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of Columbia University

SIR:

I have the honor to present the seventh Annual Report of the School of Journalism.

The registration for the academic year 1918-1919 was as follows:

1918-1919	Matriculated		Non-Matriculated		Total	
	Entered	Left	Entered	Left	Entered	Left
First Year	40	13			43	13
Second Year	20		2	1	22	
<i>Totals</i>	63	13	2	1	65	13

The number of students in the College headed toward Journalism were as follows for the year 1918-1919:

Freshmen	25
Sophomores	12
Juniors	6
Non-Matriculates	6
Total	49

In the fall of 1917 the School went on a two-year basis requiring two college years before entering the School, and two years of professional work in the School. The registration for the year 1917-1918 was:

1917-1918	Matriculated		Non-Matriculated		Total	
	Entered	Left	Entered	Left	Entered	Left
First	..	..	..	..	..	..
Professional Year	49	20	1	0	50	20
Second	..	..	..	..	..	..
Professional Year	24	6	2	2	26	8

The registration of the School in each year has been as follows from 1912-1913 to 1916-1917 when the School of Journalism was on a four-year basis:

	Matriculated		Non-Matriculated		Total	
	Entered	Left	Entered	Left	Entered	Left
1912-1913:						
First Year . .	16	8	22	13	38	21
Second Year . .	11	5	..	..	11	5
Third Year . .	14	4	2	2	16	6
Fourth Year . .	14	5	..	..	14	5
<i>Totals . .</i>	<u>55</u>	<u>22</u>	<u>24</u>	<u>15</u>	<u>79</u>	<u>37</u>
1913-1914:						
First Year . .	47	6	11	3	58	9
Second Year . .	18	4	9	5	27	9
Third Year . .	16	6	..	..	16	6
Fourth Year . .	28	10	..	..	28	10
<i>Totals . .</i>	<u>109</u>	<u>26</u>	<u>20</u>	<u>8</u>	<u>129</u>	<u>34</u>
1914-1915:						
First Year . .	42	7	5	2	47	9
Second Year . .	28	4	6	2	34	6
Third Year . .	41	8	..	..	41	8
Fourth Year . .	21	5	..	..	21	5
<i>Totals . .</i>	<u>132</u>	<u>24</u>	<u>11</u>	<u>4</u>	<u>143</u>	<u>28</u>
1915-1916:						
First Year . .	44	1	11	2	55	3
Second Year . .	25	7	1	1	26	8
Third Year . .	34	3	2	..	36	3
Fourth Year . .	25	1	..	..	25	1
<i>Totals . .</i>	<u>128</u>	<u>12</u>	<u>14</u>	<u>3</u>	<u>142</u>	<u>15</u>
1916-1917:						
First Year . .	38	10	8	0	46	10
Second Year . .	42	7	4	0	46	7
Third Year . .	30	3	2	0	32	3
Fourth Year . .	31	4	..	..	31	4
<i>Totals . .</i>	<u>141</u>	<u>24</u>	<u>14</u>	<u>0</u>	<u>155</u>	<u>24</u>

The School of Journalism opened its year in the unfriendly grip of the Students' Army Training Corps. The attendance at opening was reduced to 33 in the First Professional year of its professional course, and in the Second Professional year to 10. In the First Professional year, there were six men, three foreigners, and three whom physical disability shut out of the army, and in the Second Professional year one man with physical disability. Registration after the sudden coming of the armistice, brought the total attendance in the rest of the year to the figures recorded above with a more even balance of number for the sexes. In this condition, the training of journalism suffered more than any other unit in the University. To the work of war, it had nothing to offer. The Medical School furnished training needed by the Army. So did the School of Applied Science. Even for law, there was some demand. Teachers College had a smaller ratio of men and felt their loss less. The newspaper, with one great topic of news shadowing all the rest, was itself of more importance than ever before in maintaining morale at home, but war blighted all its other activities, its size was reduced and outside of the great war there was an air of unreality in all its other work. The entire work of the School became more difficult. The training of the reporter was cut off from many fields. The theatres were more active than ever and furnished ample material in this field of critical writing. All other criticism was bare of note. The war made other duties seem shadowy, and it grew more difficult to enforce that punctuality in written work which is fundamental in the training of the journalist who always writes to time. The first year in the School came to its work after college training in English, and admirable as this is in its literary aim and endeavor, its chief ends are not research writing on the reporter's immediate observation of facts and a news arrangement of each topic based on the interest of the reader rather than on the rhetorical and intellectual process of the writer. In addition, the first ten days of the Winter Semester were absorbed by the labor of preparing the blanks required for inducting the members of the Students' Army Training Corps. Gladly as this was done, it began the

term with inattention and a break in the ordered routine of the School.

The protest against any such break in studies is sometimes decried as academic. The year must have convinced everyone that our schools and colleges are not severe enough in their daily discipline and attendance and attainment. The slip of three minutes at the opening of a recitation, the allowance of absences, are lax tests which do not exist in business and professional life. The irregularity of the year increased all this, and at the end of two semesters full of broken rules and requirements, it was clear to anyone watchful of work that education in its true sense had suffered. Precision, punctuality and attention were advantages which the Students' Army Training Corps offered to the student in compensation for many losses. These vanished like smoke when the armistice had left little behind. The vast experiment, undoubtedly of very greatest weight and moment as a preparation for effective military action, had the war continued, had little effect on student or school. The change and impress predicted by the imposition of military drill never came for either student or institution. As the year wore on, so far as writing, research, study and newspaper work were concerned, it was plain that the weeks spent in the Students' Army Training Corps were valueless. They did nothing. They deadened. A man without personal experience in military service began to see an explanation for the dull officer in regular troops. Military science and its mastery, military problems and the life in action of which all these are a part, constitute the most brilliant complex known to human life.

Short of the higher mathematics and creative imagination, the strife of war calls for a more sure and daring wing than any other intellectual flight. Military problems combine in some sort the imagination of the mathematician and dramatic visions of a former sight in directing masses of men. Nothing but a genius for the dull could deaden alike the preparation and officering of a calling which has entranced the greater figures of history, masters of men and minds. Yet this was done and men were massed in drill, in interminable lines and

marches when conflict itself is no longer the shock of the "legion's ordered line", but an assiduous effort to keep men from herding together and inspire them instead to the daring and individual advance, apart and alone, that shell and bullet may kill singly and not massacre by groups. Though military knowledge and preparation are important for the newspaperman, save only for close contact with fellow human beings under conditions of needless discomfort which trained temper, these few weeks gained him nothing.

The ideal of the life of the officer is a composite of mental élan, inspiring enthusiasm and imparting zeal in toil and labors not easily borne, but the officers who sought the School after the armistice usually showed themselves obsessed with a sense of personal superiority—not always apparent in their work. Their minds no longer easily absorbed or patiently wrestled with knowledge. In the narrow but searching limits of the class room, as in the wider ranges of active life, the regular army drill-master, in the experience of a year, half war and half peace, set opinion in motion against wholesale current military drill. He closed a great war and triumphant victories without a single hero who appeals to the national imagination in the largest Army and most fruitful success yet won by American arms.

An academic year which began in war and ended in peace bred trouble. Its students came to fragments of a year in the School, clamoring for credits not earned yet demanded because each had endured labors and begun courses infructuous, unsorted and incomplete for a land from whose service in the field the victories of others had barred them. There is a legal saw bred of dubious and illogical judicial decisions, that "hard cases bring bad law." Perilous precedents are recorded when judges act from sympathy with suitors, and after the November armistice, sympathy welled like a fountain within every academic authority called to weigh academic values for the returning but youthful patriot. Time was the essence of the concessions made, and not too much scrutiny attended the estimate or count of value received.

"War," says Aristotle, "is the parent of all things," and on this particular occasion begot a large number of degrees which

will never be granted again for the same consideration until another conflict comes. Neither students nor institutions, neither teachers nor taught, can be blamed for this example of the manifold waste of war. No one, however, went through this inevitable experience without a fresh respect for academic standards and the close-knit drill of an academic curriculum.

These difficulties and temptations to concessions were not diminished by the circumstance that the School was undermanned. Dr. John W. Cunliffe was absent discharging the duties of Secretary of the American University Union in London and Paris during the first semester. There was more than the customary illness. The courses in reporting, Journalism 31-32 and Journalism 43-44 both gained and lost. Gaps were filled in this work by generous and self-sacrificing work of graduates of the School, deeply appreciated by the School. Those who gave their leisure to this teaching in reporting and editing were: Messrs. Carl Dickey, Roberts Everett, George A. Hough, Jr., David S. Levy, Lester Markel, Burnett O. McAnney, Hugh W. Robertson, Merryle S. Rukseyser, Frederick C. Schang and Ralph Bevin Smith. This use of graduates will undoubtedly steadily increase.

The technical tasks of a newspaper are constantly changing as is natural in a social tool shaped by use rather than by invention. The scant supply of paper during the war dwarfed heads and shortened articles in the newspaper. The increase in the size of the daily, as the paper supply grew, changed this. The unexampled growth of advertising, because firms and corporations preferred to spend excess profits (booming business like a bittern, in more advertising) in preference to paying profits into the federal treasury, has increased the returns, rewards and salaries of publicity work of all orders and reduced the space for reading matter. The growing edge of circulation is on the news-stands where an increasing proportion of our periodicals are sold. Everyone is familiar with the fact that heads in a foreign tongue are more easily read than the body of the text. Where immigrants who read with difficulty are numerous, heads grow. When the share of immigrants, who read with difficulty or not at all, diminishes, as they have during

the suspension of the supply of labor from abroad, heads grow smaller, and they are smallest in newspapers of the English-speaking lands where immigration is least. All these have their effects on the *format* of dailies. Changes also come, as fashions alter. For twenty years past the American newspaper has made crime and sensation less conspicuous on the first page and given less space to mere gossip. The increase in the space given to business, finance and investments—in part due to the increase of small investors—has altered the make-up and render it less florid.

To the non-professional eye, these things are as little apparent as the difference in rig by which a seaman in the old sailing days knew the nationality and sometimes the port of a vessel when she was still hull-down; but these details are immediately apparent to the trained observer, and those who are to labor in newspaper offices need to know them. They can only be imparted by those in newspaper work. A man out of a newspaper office in a few years is soon out of touch with the technique of a newspaper, just as a committee of mining engineers found an Eastern scientific school in its teaching, and the apparatus described in its lectures to be twenty years behind the practice of the mines. The calling in of young graduates to keep the School up-to-date in its technique is indispensable, if the School of Journalism is not to find itself practising methods in vogue when its teachers left the newspaper office. Short as has been the time since the systematic teaching of newspaper technique, writing and the fundamental knowledge needed by the journalist, there are a number of institutions in which this instruction is presented in a larger or less degree, where the work was begun by men with years of experience in the newspaper office, but is now kept up by young graduates whose knowledge of the newspaper is second-hand. They have never known the newspaper. The call of the wild in the one calling perpetually on the edge and rim of all the various jungles of society has never attracted them, or they sickened early of the scanty wage and the desperate hours of the newspaperman, and after a few short years turned aside from the calling. They are in grain, grit and going

menagerie-bred, and their cubs are sure to have a hard time of it when they come to win their living and make their kill in the great hunt and handling of news.

This pursuit in the daily newspaper grows less attractive to the trained man as the returns and rewards of the weekly and monthly grow. In the seven years, since the School of Journalism in Columbia University was opened, the high-water mark in circulation of the daily in our larger cities has in the morning newspaper risen not at all or but little, though the aggregate circulation of all the morning papers has grown. The largest evening newspaper circulation has grown from a quarter to a half, and the aggregate circulation increased, part of it due to the shift of the American newspaper reader to the evening paper. From ten to fifteen years ago, the aggregate daily circulation of the morning and of the evening paper was about equal. Today the total circulation of the American evening paper is twice that of the morning, an excess which promises to increase with each decade, because the evening paper has the woman's share of advertising and the morning the man's, and the control of purchasing lies with woman who can study the evening offerings but is cut off by household cares from the morning advertising.

This and other like factors have left the advance of the morning paper relatively stationary and the increase of the largest individual circulation for the daily morning and evening does not equal that of the weekly or monthly. In the past fifteen years, 'national' weeklies, the largest weekly circulations, have nearly doubled for the foremost, and the profits of the technical weeklies have heavily increased. The weeklies of opinion, national or denationalized, require at least 100,000 circulation to hold a place. In twenty years, in the case of the monthlies which are more than mere vehicles for the advertising of bargain, fashion or advice, the largest circulation has trebled. Even a decade ago 100,000 circulation gave a monthly a first rank. Today it will scarcely bring a stable balance sheet. "Over a million" is a circulation needed for note in the weekly, and "over two millions" for renown.

These changes, begun twenty years ago, have become visible and effective since the School of Journalism opened its doors on a public of newspapers where the morning sheet still held its old place, the technical weekly had not gained the advantage of heavy capital consolidating, protecting and promoting groups of such papers, the weeklies of opinion had not been dwarfed by the story weeklies and the monthlies of circulation "over a million" can pay an author six-fold the sum offered by a magazine of established position and a tradition created by conditions that are past. To say nothing of mere publicity service, which is lucrative but deadening, a wide range of changes have lowered the relative position of the morning daily, offered new employment at higher rates in technical journals and a new market in the weekly and monthly of general appeal. At this very time and period of change the rise in the cost of paper and the heavy increase in the wage schedule of the linotype, the stereotyping plant and the press-room, as well as the force of advertising solicitors has increased the charges of the daily, outside of the writing force. The pay of this force, taken as a whole and individually, has increased but it has not grown in many papers, perhaps in all, relative to the advance either in the gross receipts of a paper or in the wage in the mechanical and business departments. By an economic law as the remuneration of those at important and responsible key posts has grown to figures unknown ten to twenty years ago, the pay offered to beginners has not increased in proportion. In any calling, the higher the reward to those who reach the top, the lower is the return and the longer and more costly the apprenticeship and preparation for the beginner.

As a consequence of this chain of causes, there has not been in many years as much complaint from reporters and other beginners in writing posts or a greater disinclination to enter them by those trained in the School of Journalism. The students who come from families schooled to a high ideal of public service and a disregard of pecuniary return as the final measure of life's values are willing to enter poorly paid posts. Those who come from a family environment measured in

shekels turn from such places and comfort or deceive themselves with the hallucination that when money is made, they will return to writing. But as a man does so is he.

The practical results of all this is apparent in the organization of writers' unions in cities where the pay of the reporter has been notoriously low, taking in the writing force of dailies. Alone, these unions could do little. United to the unions already organized in the mechanical departments, issues are at once raised which in the past four years have been working wide economic changes not yet over. The newspaper proprietor, whose risks are greater than in other fields, finds himself facing a serious situation not wholly of his making. It is in part due to the fact, paralleled on railroads and in other fields, where technical and mechanical return come in comparison (as with the civil engineer and the conductor on railroads) that the average wage of the writer, on many newspapers, is lower than that of the mechanical posts, though the ultimate salary of the former is far higher. The reporter begins lower and ends better, if he be successful; but he justly feels, if he is trained, that the sacrifice of the present should not be on his side alone.

The bearing of all this on the curriculum of the School and the courses it offers is apparent. The "Worshipful Company of Barbers and Chirurgeons," a medieval guild, fighting for wages and jealously protecting the "freedom" of the craft, laid the foundations of the professional position of the physician in the passage from medieval to modern conditions in England. There the doctor, with a differing origin, has a position differing from that of the lawyer who did not begin with the guild. The first demand for legislation requiring definite qualifications for the plumber, the coal-miner and other fields, began with the organization of the trade. The first steps toward State examinations for entry on the work of the reporter and editor may have a like origin.

Men in conspicuous writing posts in the newspaper who have never been reporters are now as apparent as was the increase fifty and sixty years ago of the appearance in dailies between 1850 and 1880 of men that never held a composer's

stick or set a line of type. Men are crossing back and forth from monthly and weekly to daily and the reverse. Once, the movement was from the daily. This reflux tide is setting the other way because newspapers are printing more news, "business," "trade," and technical training for which is better got on the trade and technical weekly than as a daily reporter. Several conspicuous war correspondents, whose work has led in the columns of American newspapers, were never reporters and owe their success to academic study of the sort on which the School of Journalism has laid steady stress, ranking it as important as any training in reporting. The latter may bring the first job; the other is needed for the last, the more important, and best paid task, whose public value ranks it the higher in the office of the School in "making better journalists to make better newspapers to serve the public better." In the fragmentary conditions which two years affected by war brought, it was far easier to keep up the drill of the reporter than to secure the painstaking toil needed for other courses whose final value was less apparent to the young student.

The widening of the public field of the monthly and weekly measured by circulation, profit and career, as compared with the daily, to which attention has already been drawn, has been accompanied by an increase, symptomatic and far-reaching, in the growing number of signed articles in the daily, written by public men and by the journalist of a special and higher training.

The improvement of the two leading press associations, the increase in our cities of local organizations, supplying city news to all papers alike, and the consequent decrease in mere reporting work of the city reporter and the opening of new and wider fields of trade and financial news, have lessened the columns given to the city staff and added to the amount of standardized news, which goes to all papers alike. The task of editing this uniform supply of news so as to make it both effective and interesting has grown in value, importance and excellence, and needs a closer training. The special signed article has grown in weight, pay and frequency, particularly on Sundays. The training for these articles may be made the

mere teaching of arrangement and of the way in which the celebrity of the day may be employed to give point, piquancy, or "human interest", or this schooling may give control and command of ultimate sources of information, accurately presented, so as to be authoritative.

The term "magazine" now applied to the weightier share of the Sunday supplement, records this change. The sensational, bizarre or objectionable presentation of certain subjects still remains in supplements of a certain order; but those supplements most widely "syndicated" or distributed to many newspapers and giving permanent circulation of a high value because of its character, and the higher level of advertising attracted, show a movement in the opposite direction.

When the Sunday newspaper began half a century ago, its extra eight pages added to the eight pages on week days, were filled by the work of the office staff, with some contributed work.

Thirty years ago when cheap paper, lower cable and telegraph tolls, the new cylinder press and the linotype raised the Sunday paper in five years from sixteen to sixty-four or seventy-two pages, the space was filled by cable and domestic news handled in a more liberal fashion, and by contributed articles written by authors who had won a place in the monthly, in letters, or were conspicuous, though often not important. These did not fit the new field. They were replaced by the special article written for the supplement and "syndicated." Success here is as lucrative as in any other writing field. An income of over \$20,000 a year is earned by one Washington correspondent who graduated from college more than a decade ago, and whose success is due more to the editorial comment and exposition of his despatches than to news "beats." The same change is taking place in the supplement article and in contributions combining news and comment in weeklies and monthlies.

This type of article is more and more in demand as new fields of comment are created by the war, by international problems, by the multiplication of investors and the increase of those who save money in the great army of incomes between \$3,000 and \$10,000 a year.

Another year will, before long, be required in the curriculum of the School given to close training in the foundation studies required by the new social discussion, domestic, economic, political, national and international. There are evening papers of large circulation today in which "news" is distinctly secondary to pages of general and special articles, of fiction, of cartoons and of "woman stuff." As news was earlier written without special training, so these fields are now the product of some special individual capacity in prose or rhyme, in persiflage, platitude or even preaching. These will be bettered by training, given where a great city furnishes subject, stimulus and early opportunity. The view of "journalism" as only reporting, correspondence and editorial writing is certain to be merged in a larger aspect. It will doubtless be far easier to walk in the old track than to prepare new fields of training which recognize that the newspaper is giving a steadily increasing share of its space to the work of the expert with a signature and a personal field. Unless this new need is met by a longer time and wider range of studies, schools of journalism will find themselves training for methodical and routine work, more or less similar in all the leading newspapers, while the public is influenced and led by the individual who has gained training in fragmentary courses, easily entered and left, taking up this or that field in the wide array of periodical demands, daily, weekly and monthly, where flourish

"all the idle weeds that grow,
In our sustaining corn."

The rapid increase in the attendance of the School of Journalism on the Pulitzer foundation is the best proof of the wisdom of its founder and the plans he outlined. At the opening of the present century, his sight gone and his mind brought to a clearer and more lucid vision of the true needs of the great calling which for the first time under his direction reached the vaster mass of a great city, he announced his purpose to provide for its training and met with the opposition of many and the derision of not a few. The execution of his purpose came a year after his death in the opening of the School, October, 1912. In it he will have a perpetual life.

Aware as I was, as only a journalist could be, how far what was attacked in his career was due to the accidents of the moment and a period of transition, conscious from personal and professional contact with him, brief as it was, how loyal a servant he was of a more perfect democracy, created by the journalism of the mass, I have endeavored, as far as my own responsibility extended, in the seven years in which I have been privileged to serve the School as its Director, in the yearly probate and administration of his will, to inculcate those principles of his journalism which were for all time, through which journalism will remain the general and universal consciousness of the community, which each daily serves as the experience of that part of the mass its pages make visible to the whole. Every calling makes its compromises, as every constitution and every institution is a compromise. Other callings and professions in making their compromises feel most the needs, the demands and prejudices of the few. The compromises of journalism are made for the many. "Blessed are those who sow beside all waters", but not for them will be the visible approval or the garnered sheaves of fenced fields of callings, fruitful to their owners. He who declared that "there is nothing hid which shall not be manifested; neither was anything kept secret, but that it should come abroad" was not popular in Jerusalem or approved by its Sanhedrin.

Every advance over a new field in the publicity of journalism is always resented by one generation and accepted by the next. If the newspaper is to continue its increasing and extending work, it will in each period make public a new field in the action of society. The training of the newspaperman can only be effective as he is schooled in the belief that the ploughshare of publicity must perpetually be run into new fields much disturbed by the exposure. In most professional schools, the smallest space is devoted to the history of the calling and its past work; none in medicine or engineering, little in law, and a little more in divinity. The only reason for teaching the history of journalism is the opportunity it gives for expounding the ethics of the calling and reviewing the opposition and obloquy met by each addition to the published and publish-

able news of the day. If this be done, each graduate will go out aware of the dignity and ethical demands of his calling and hot with desire to find some new group of social facts against whose publication everyone will object in one decade and approve in the next. Happy the man, and high his service on the newspaper, who is stoned for the new apocalypse of society he makes, and is aware that another generation will build his memorial out of the stones their fathers cast.

The whole field of society is the task of the journalist and the training which fits him for his work must enable him justly to join in the utterance of the great Mantuan, aware that for him too, the reward of his labor will be tenuous by the side of its importance, that the gods of the mart, the market place and the court will never be friendly, and that he will be called to their left hand and not to their right, as he practices one of the greater arts of expression which permits him to say:

Magnanimosque duces, totiusque ordine gentis,
Mores, et studia, et populos, et proelia dicam,
In tenui labor; at tenuis non gloria, si quem
Numina laeva sinunt, auditque vocatus Apollo.

Respectfully submitted

TALCOTT WILLIAMS
Director

June 30, 1919

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

I have the honor to submit the following report on the condition and progress of Barnard College during the academic year 1918-1919.

The enrollment in our four regular classes has been as follows:

	1917-1918	1918-1919
Seniors	131	102
Juniors	150	167
Sophomores	155	161
Freshmen	211	234
	<hr/>	<hr/>
	647	664

Besides the regular students, we have had twenty-nine matriculated specials as compared with twenty-seven last year, and twenty-two non-matriculated specials, as compared with twenty-three a year ago. The total number primarily registered in Barnard College has been 715, an increase of twenty over the figures of the preceding year. On the whole, the War had not a very marked effect upon our registration. A number of students were drawn away from College to go into active war work, but fully as many who would not normally have taken up college courses were impressed through war conditions with the necessity of additional training.

The students coming to Barnard from other parts of the University decreased, largely because the rest of the institution was more radically affected by the War than was the undergraduate college for women. We have had only eighteen from the Graduate Faculties and thirty-three from Teachers Col-

lege, as compared with thirty-three and fifty-nine respectively a year ago. Our total registration has thus been 766, a decrease of twenty-four from the preceding year.

During 1918-1919 we have recommended to the University for the degree of Bachelor of Arts one hundred and thirty-seven students, and for that of Bachelor of Science four, making a total of one hundred and forty-one. Of these candidates four received the degree *magna cum laude*, and ten *cum laude*.

From the Faculty three members have been absent on leave during the year, engaged actively in war work. Provost Brewster has been serving as Associate Director of the Faculty American Universities Union in Paris, Professor Ogilvie has been acting as Director of Recruiting in Colleges for the Woman's Land Army of America and Dean of the Women's Agricultural Camp at Bedford, and Professor Muller has continued his service with the French Army. We are looking forward with pleasure to having all these three professors back with us next year.

There have been six promotions to the grade of Assistant Professor: Dr. William Haller and Dr. Clare M. Howard in the Department of English, Dr. Emilie J. Hutchinson in the Department of Economics, Dr. George W. Mullins in the Department of Mathematics, and Miss Bird Larson and Miss Agnes R. Wayman in the Department of Physical Education. In this last department, Miss Gertrude Dudley has returned to the University of Chicago, from which she was granted leave of absence to aid us in organizing our new curriculum in physical education, and Miss Wayman has been made Chairman of the Barnard Section. To our regret Professor Henry L. Moore was obliged, on account of poor health, to give up active undergraduate teaching in Barnard. We have been fortunate in securing in his place Dr. William F. Ogburn, who has been appointed Professor of Sociology and will have charge of our work in economics and social science.

The College has suffered a very severe loss in the resignation of Professor James Harvey Robinson, for many years one of the most distinguished and beloved members of our Faculty. Professor Robinson intends to devote his time to writing and to a

new field of education in which he has become interested. The Executive Committee of the Board of Trustees, on receiving his resignation on May 9, adopted the following resolution:

Whereas, Professor James Harvey Robinson has been on the Faculty of Barnard College for twenty-four years, and was Acting Dean from January, 1900, to May, 1901, and

Whereas, His distinguished scholarship has done much to give the College the scholarly standing which it now holds, and

Whereas, His interest in educational policies and his active service on the Committee on Instruction have been of very great value to the administration and the Faculty, and

Whereas, His extraordinary teaching ability and his fine and lovable personality have endeared him to generations of students,

Be it Resolved, That the Executive Committee of the Board of Trustees hereby express to Professor Robinson the deep gratitude of the College for his exceptionally valuable service during the past quarter of a century, its appreciation of his admirable scholarship, his illuminating teaching, and his generous and high character, and its profound regret that he feels it desirable to resign his professorship.

During the year gifts to the amount of \$1,019,550.40 have been paid in. Of this, \$842,260.85 was from the estate of the late Horace W. Carpentier, to be added to our endowment, and \$150,000 from the same source, as partial payment of General Carpentier's bequest of \$200,000 for scholarships. We are indebted to Mr. Edward S. Harkness for a very welcome gift of \$10,000 toward the Endowment Fund, and to Mrs. I. Sheldon Tilney for the Anne Elder Munn Memorial Fund of \$7,500, founded by her in memory of her mother, who was one of our most valued and interested Trustees. Other welcome gifts toward the Endowment Fund were \$5,000 from Mrs. James J. Goodwin, \$1,000 from Mrs. Henry Phipps, and other smaller amounts. Mrs. Willard D. Straight has continued her generous support of our Department of Physical Education by contributing \$2,500 toward the running expenses of that Department. Our funds for the aid of needy and deserving students have been increased by the establishment of the Irma Alexander Goldfrank Fund of \$2,100, in memory of a member of the Class of 1909.

Under the will of the late Mrs. Russell Sage the College will share in her residuary estate. It is hoped that the amount we shall receive from this source may total about \$700,000.

The outstanding event of the year has been, of course, the coming of Peace. The war service of the College has been described at considerable length in the pamphlet entitled "Barnard's War Service," issued by the Board of Trustees in March, 1919. It is, therefore, not necessary to go into this subject in detail in this report, but a brief survey of some of our activities during the closing months of the War may not be amiss.

War
Service

A training course conducted for its women overseas workers by the Y. M. C. A. in our buildings, with the coöperation of some of our staff, continued from June 20, 1918, until February 19, 1919. During this period 1,998 women were graduated from the one week's intensive course. We followed throughout the year, with the greatest interest and pride, the work of our Barnard alumnae over-seas, especially those in the two Barnard units—one under the Y. M. C. A. in the canteens, the other under the Red Cross, doing reconstruction work.

In September the College opened with the promise of many complications and extreme activity in war work. Many of the students had been working during the vacation on farms, in munitions factories, and in war offices, and some were reluctant to return to their studies. About the first of September the Government took over the men's colleges and universities for the Students Army Training Corps. This almost obliterated Columbia College, and profoundly affected all the rest of the University.

As we saw all the men's colleges practically transformed into military training schools, many of us naturally questioned whether Barnard and the other colleges for women were warranted in continuing their regular work and endeavoring to hold their students, as the government had so far requested, or whether they should not rather be made over into something of more immediate usefulness. Fortunately we were able to secure some direct evidence and guidance on this point. Early in September the Dean spent three days in Washington, as a

member of the Committee on War Service Training for Women College Students of the American Council on Education, in meetings and conferences with officials from various government departments. The results of these were reported to the Faculty and the students on the opening of the College, and we were thus enabled to organize our work in accordance with the latest and most comprehensive information available concerning the needs of the country. It appeared very strikingly that the Government was in urgent need of larger numbers of women with the general all around training of mind and character given by the liberal college course. Consequently, until the last extreme emergency, the colleges should continue this general training—at all events through the freshman and sophomore years. It appeared also, in a most interesting way, that every single subject taught in our curriculum—except one or perhaps two—had at the moment a direct, practical value to the country. There was great need of economists and mathematicians, no less than of bacteriologists and translators of Spanish. When the first term opened, a conference of the teaching staff considered these needs of the nation and how our more advanced courses could be adapted so as to meet them most effectively. The students were then specifically informed of the situation, and urged to remain for the present at their studies. The juniors and seniors were also asked to reconsider their programs, in conference with faculty advisers, with a view to immediate usefulness to the Government on graduation.

Many of our officers were engaged in teaching the Students Army Training Corps. We opened some of our courses to Columbia students to provide work which had had to be sacrificed at Columbia, and Barnard was practically surrounded by a military camp of about three thousand soldiers and sailors. The war work of the students was efficiently organized and enthusiastically carried on under the direction of Theodora Skinner, 1919, Chairman of the Undergraduate War Relief Council. The students were especially active in conducting the Barnard Canteen in the Columbia University Boathouse, in Red Cross work, in the United War Work Campaign, for which \$13,000 was raised in the College, and in filling many emergency calls.

With the Armistice these demands rapidly diminished in number. In December the Columbia University Committee on Women's War Work closed its office. The undergraduates kept up for a few months some of the Red Cross and war relief work, but by the end of the academic year the War Relief Council closed its accounts and dissolved.

The difficulties and complications of the autumn were greatly increased by the influenza epidemic. Though we stopped all meetings, entertainments and other social events, we continued our regular work without a break. Health

Many of our officers and students were ill, but fortunately there were no deaths among them. The after effects of the influenza showed in the health of the student body during the remainder of the year. To our college physician and trained nurse for their devoted and efficient work during this trying season we owe a debt of gratitude.

The war activities absorbed practically all the extra-curricular interest of the undergraduates. Other student life and student organizations had nearly ceased. With the close of the War, however, social activities began to revive, and it is probable that another year will see the development of new student clubs and various enterprises of a social sort. Student Activities

Though we learned during the War of certain defects in our college system of education, on the whole we did not feel that any radical revision was necessary. The Barnard Faculty had adopted in the preceding academic year a new curriculum and new admission requirements of considerable elasticity. These will enable us to adapt the courses of our students to changing needs, and for the present no further complete revision is likely. Curriculum

An interesting feature of the year has been our intercourse with students and professors from foreign nations. Because of our situation in New York, we have always had a considerable number of races represented in our undergraduate body and enjoyed visits from scholars from other lands. This year has been especially rich in such experiences. We have enjoyed the presence of three young Foreign Visitors

French women, scholars brought over by the France-America Society and the Carnegie Endowment for International Peace, and we have also had on our roll Japanese, Serb, Russian, Norwegian and Armenian students—to mention only the less usual nationalities. A notable event, full of interest and inspiration, was the visit of Professor Caroline Spurgeon and Miss Rose Sidgwick of the British Educational Mission, saddened by Miss Sidgwick's tragic death in December in this city. Very welcome also were the French Educational Mission, and official governmental representatives from Italy, Spain and Japan. The College and our Associate Alumnae are planning to participate further in the movement for the exchange of women students and professors and other forms of closer intercourse with educational institutions and with university women of other lands.

Two very grave problems now confront the College. The first is the total inadequacy of the salaries paid to most of our teaching and administrative staff. Though the Budget adopted for the year 1919-1920 includes salary increases of about \$10,000 over the current year, these will help scarcely at all to meet the difficulty of the situation. The immense increase in the cost of living and especially the rise in rents in this vicinity have caused severe hardships for many of our officers. In spite of the funds which the College has received and will receive from the Carpentier and Sage bequests, it is of the utmost importance that we should complete the Million Dollar Endowment Fund, which we have long been seeking. This will help a little to increase some of our salaries. Realizing the acute need, our Alumnae organized in the spring a very efficient committee to conduct a campaign to raise the \$275,000 needed to complete the one million dollar endowment and pay off our accumulated indebtedness, so that we might obtain the \$200,000 conditional gift of the General Education Board. Active work was begun in May and is to be continued in the autumn.

Besides the increase of our endowment fund, it might be well for our Board of Trustees to consider following the example of many other colleges and making a further increase in our tui-

tion fee. Certainly radical measures are necessary in order to remedy the critical situation in our salaries.

The other perplexing and grave difficulty facing the College is that of residence for our students and officers. The proportion of our students coming from a distance showed some increase last year, and promises to show a marked increase next year. Though the majority of our undergraduates will probably, and should probably, always come from New York City and its immediate vicinity, we feel that for educational reasons it is highly desirable to attract students from a distance. For these it is essential to provide proper residence on or near the campus. Brooks Hall has been full during the past year, and already shows a long waiting list for next year. The Alumnae Coöperative Dormitory, enlarged to a capacity of forty-two, has also been full. On account of the demand from other schools of the University, it is probable that Furnald Hall will not be able to accommodate any Barnard students next year. We are planning to sublet apartments and rooms in the neighborhood, but these provide at best very unsatisfactory physical and social conditions of life compared with Brooks Hall.

The extreme increase in the rents in this neighborhood has been driving a number of our officers away from the vicinity of the College to residences in the lower part of the city or in the suburbs. This must inevitably have a bad effect upon our college life. Indeed, the congestion in living conditions in New York and the influx of non-university people into this neighborhood, presents to the whole of the University a problem with which it must grapple very seriously in the immediate future. The step which Barnard College should take at once is the erection of the Claremont Avenue wing to Brooks Hall, which will probably accommodate over two hundred additional students and some of our women officers. Preliminary plans have been drawn, but the extremely high cost of building and the uncertainty of the labor situation have made it seem inadvisable to proceed with the construction. Evidently we shall face, during the next two years at least, embarrassing obstacles in caring for our resident students.

The year has been on the whole a difficult one, involving inevitable strain upon our officers and our students and many readjustments. We have, however, made some progress in adapting ourselves to the new conditions of Peace, and we feel that the way the American colleges for women met the test of War leaves us full of promise and hope for the future.

Respectfully submitted

VIRGINIA C. GILDERSLEEVE

Dean

June 30, 1919

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

*To the President of the University and the
Trustees of Teachers College*

SIRS:

I have the honor to transmit herewith the annual reports of the Directors of the Schools of Education and Practical Arts for the academic year ending June 30, 1919. These reports cover the educational events of the year in Teachers College. I wish to add merely a discussion of some phases of our financial problems.

Twenty years ago Teachers College enrolled 454 College students and 626 school pupils. The total expenses were \$212,278, and the total income from earnings and trust funds was \$109,415, leaving a deficit for the year 1899-1900 of \$102,863—an amount five times the total tuition fees paid by College students. Even this showing, however, was a veritable gain over the returns of 1897-98, when the total fees received from College students was less than two-thirds of the amount paid them in scholarships. From paying students to attend the College, we had reached in two years a point when students were paying about one-third of the cost of their instruction, or one-ninth of the total cost of maintenance. Ten years later, the fees of College students were nearly equal to the cost of their instruction, or two-fifths of the total expenditure. In the last ten years the cost of instruction in the College has practically doubled, whereas the fees from College students have not kept pace. In 1899 the average fee paid per student was \$50; in 1909, it was \$128; and in 1919, \$111. It may be, however, that 1918-19 was an abnormal year in that, on account of the

Cost of
Instruction

war, we had fewer resident students and relatively more part-time students. But it is apparent that the substitution of the point system in the payment of fees has operated to reduce the average fee per student in Teachers College.

The College is conducted primarily for its matriculated students, but the same teaching staff with few additions gives instruction to students in the Extension department, in special classes, and in the Summer Session. The income from these sources, together with the fees received from pupils in the Horace Mann Schools and the receipts of Whittier Hall, usually enables us to make ends meet. Last year, for the first time in five years we had a deficit in our general maintenance fund. But with an annual budget of appropriations now amounting to more than a million dollars, exclusive of Whittier Hall, and an income of only \$94,500 from endowments applicable to current expenses, it is obvious that we are almost wholly dependent upon our earning power. Any happening whatever that reduces our income from College students or from pupils in our schools, is for us a serious matter.

Our one best asset is our reputation for getting and holding the ablest teachers in our field. This has been no simple problem, particularly in the last five years. The increasing cost of living has borne heavily on salaried workers everywhere, but nowhere more heavily than in New York City. Unfortunately, we have no control over the cost of construction, equipment, repairs, supplies, books, printing, fuel, wages of workmen and servants, food, interest or taxes. These items make up three-tenths of our expenses. The only place in which a saving can be effected is in the salaries of teachers and administrative officers—the very last place in which it is safe for us to economize. And yet that is just what we have been doing. The following table shows clearly our position.

In the last last five years we have added each year to the salaries of the teaching staff the income of more than a million dollars, and yet in that period we have received in endowment

COMPARATIVE SUMMARY BY DECADES OF SALARIES AND WAGES PAID TO TEACHERS COLLEGE STAFF

	1899-1900			1909-1910			1919-1920				
	No.	Total	Average	No.	Total	Average	Increase Per Cent.	No.	Total	Average	Increase Per Cent.
Professors.....	10	\$28,400	\$2,840	19	\$78,000	\$4,105	44	18	\$98,000	\$5,445	33
Associate Professors.....	3	6,900	2,300	4	11,900	2,975	29	10	38,600	3,860	30
Assistant Professors.....	3	4,800	1,600	8	17,200	2,150	34	33	85,900	2,603	21
Instructors.....	21	28,950	1,379	38	51,150	1,346	-2	56	97,200	1,736	28
Assistants <i>et al.</i>.....	..	13,007	..	..	49,210	..	..	..	75,975	..	..
Horace Mann Teachers.....	24	25,900	1,080	58	74,700	1,288	19	71	123,625	1,741	35
Total for Instruction.....	..	\$107,957	..	..	\$282,160	..	161	..	\$519,300	..	84
Total for Administration.....	..	19,050	..	..	39,725	..	108	..	61,400	..	54
Total for Library.....	..	2,000	..	..	5,000	..	150	..	14,100	..	182
Total for Buildings and Grounds.....	..	10,283	..	..	28,100	..	173	..	40,000	..	42
Total for Clerical Staff.....	..	6,268	..	..	12,800	..	104	..	44,620	..	248
Total Salaries and Wages.....	..	\$145,558	..	..	\$367,785	..	153	..	\$679,420	..	85

COMPARATIVE SUMMARY OF ENROLLMENT, FEES AND CURRENT EXPENSES

	1899-1900		1909-1910		1918-1919		Increase Per Cent.	
	No.	Total	No.	Total	No.	Total	1918-1919	Increase Per Cent.
College Students.....	454	1,123	..	..	..	2,362	110	..
School Pupils.....	626	1,221	..	..	..	1,278	4	..
Tuition Fees.....	\$103,280	\$359,658	..	..	..	\$558,922	55	..
Total Budget.....	176,153	492,819	..	..	..	914,435	85	..

(Does not include Whittier Hall, The Lincoln School, Speyer School, Appointment Bureau, Extension classes, equipment, repairs, construction, supplies, fuel, school books, printing and publication, insurance, interest or taxes.)

only \$531,700. It is apparent that we are in urgent need of many more such gifts. No educational institution can permanently retain high rank that depends upon its students for eighty per cent. of its income. The anomaly is the more marked when the institution depends for its sustenance upon the meagre savings of school teachers. The fact, however, is a glowing tribute to the patriotism of the poorest paid class of public servants.

The table shows that our teachers have been advanced 21 per cent. to 35 per cent. in salaries in the last ten years.

In fact, nearly all the increase has come in the last five years; but, as everyone knows, this means that in purchasing power these salaries are lower than those paid in 1914. While it is probable that the salaries in Teachers College compare favorably with the salaries paid in other institutions, it is to be remembered that in few institutions is a teacher worth so much as he is here when rated merely by earning power. We must have the best of teachers in order to pay our way.

A good teacher reckons among his emoluments something more than salary. He prizes good students, suitable equipment, and the tools of his trade. Our teachers have no lack of students, and the best the world affords. Nowhere else in the world can be found so many actual and prospective leaders in the profession. We have not only the best graduates, but more of them by actual count than in all the other university schools in the United States and Canada combined.

I wish I could say as much for the equipment and facilities that Teachers College provides. In buildings covering less than half a city block we are housing during the academic year 300 teachers and nearly 4,000 students and school pupils, and upward of 6,000 students in the Summer Session. Dean Coffman, of the University of Minnesota, recently Alumni Trustee, has studied our program and makes this report on our use of plant. He says: "Giving each class or course as shown in the catalogue a room, each room in Main and Milbank Buildings is used five hours a day; in Macy, four hours; in House-

Need of
Endowment

Salaries of
Teachers

Use of
Buildings

hold Arts, three; and in Thompson, three and one-half hours. Many of the large classes are divided into sections, and this has resulted in each room in each building being used on an average of seven hours a day. Buildings are in use from eight o'clock in the morning until 9:40 in the evening, the busiest hours being 9, 10, 11, 2, 3 and 4. Certain classes are placed at undesirable hours in order to accommodate additional classes. For example, 33 classes recite at 12 o'clock, 71 at 5 o'clock, 23 at 7:45 o'clock, and 17 at 8:45 o'clock. Although nearly one-half of the total enrollment in Teachers College is in education classes, these classes have only about one-fifth of the time and space of the four buildings now used for instruction. This is wholly inadequate for the needs of the School of Education."

Graduate students spend from two to three hours per day in class; undergraduates, from four to six hours. On the basis of twelve hours in the working day, three-fourths of our graduate students and one-half of the undergraduates are not in class each hour. That is, say at any hour 400 graduates and 600 undergraduates need room for study and experimentation outside of class-rooms. But the entire Bryson Library has seats for only 200 readers, and the Seminar Room for 115. Were it not that much of the graduate work is investigation in the field, and that 500 or 600 students have rooms near the College where they study, we should be sadly crippled. At best, however, our library accommodations are wholly inadequate, unworthy both of the splendid collections we have and of the competent body of students who wish to use them.

While we have been unable to provide satisfactory working conditions for our staff, we have tried in other ways to ease their burdens. We may be short in the number of professors, but we are long in instructors, assistants, and clerical workers. It is useless to try subdivision of classes with sections under different instructors. That plan may work with undergraduates, but it will not work with either professional or graduate students. Our students elect teachers rather than courses. Hence, the only remedy for over-size classes is more assistance for the teachers.

Aids to
Teachers

This explains the relatively greater increase in the number of junior officers, and particularly the extraordinary increase in the clerical staff. It is better economy to double a good teacher's capacity than to subdivide him.

These difficulties, however, real as they are, have not operated either to check the zeal of our staff or to weaken the spirit of our students. They are regarded by all rather as obstacles to be overcome. Teachers are accustomed to hard conditions, and it is greatly to their credit that they think more of the service they can render than of their personal convenience. But this characteristic should not condemn a class of public servants to penury nor deny them the opportunity to fit themselves for better service. The 30,000 students of Teachers College who are now at work in the educational field in this country and scattered over the whole earth are of the kind that will repay appreciative consideration. It is their work under the guidance of our staff that makes Teachers College what it is—a tower of strength, I trust, in this critical period of reconstruction.

Respectfully submitted

JAMES E. RUSSELL

Dean

June 30, 1919

SCHOOL OF EDUCATION

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the Dean of Teachers College

SIR:

I herewith submit my report for the School of Education for the academic year 1918-1919:

The total number of students enrolled in the School of Education has been 1053 (not including graduate students with majors in Practical Arts), as compared with 1078 for the preceding year; 151 graduate students elected Practical Arts majors, as against 166 in 1917-1918. The matriculated students of both schools in the Summer Session of 1918, not in attendance during the regular year, numbered 1442. Of the total number of students in the School of Education during the academic year, 130 were enrolled as unclassified students, 570 indicated their desire to become candidates for the Master's or Doctor's degree, and 504 were matriculated unclassified students. Of this latter number, 229 were enrolled as candidates for the degree of Bachelor of Science. In the preceding year there were 662 candidates for the degree of Master of Arts, and 114 unclassified graduate students.

Enrollment

During the year the degree of Doctor of Philosophy was conferred upon 9 students, 7 of whom had taken the Master's degree at Columbia. In the preceding year 19 doctorates were awarded. For the academic year 1918-1919, 257 students in Teachers College received the degree of Master of Science, and 330 the degree of Bachelor of Science.

Degrees and
Diplomas

The total number of Teachers College professional diplomas granted during the regular academic year was 365.

Of the 700 graduate students, 67 held the Master of Arts degree of Columbia University; 164 students held the degree of Bachelor of Science from Teachers College. Other colleges and universities were represented as follows:

Hunter 46; Chicago 32; College of the City of New York 25; New York 21; Vassar 20; Barnard 18; Wellesley 16; Michigan 15; Northwestern 14; Mount Holyoke 13; Syracuse 13; Illinois 12; Wisconsin 12; Yale 12; New York State Normal 10; Smith 10; Indiana 9; Ohio Wesleyan 9; California 8; Colgate 8; Cornell 8; Minnesota 7; Dickinson 6; Elmira 6; Kentucky 6; Pennsylvania 6; Randolph Macon 6; West Virginia 6; Cornell (Iowa) 5; Lawrence 5; Miami 5; Nebraska 5; Princeton 5.

In the choice of subjects other than education pursued by Teachers College students in other parts of the University, the following departments attracted the greatest number:

English, 236; Sociology, 132; History, 129; Psychology, 88; French, 82; Spanish, 63; Chemistry, 36; Music, 36; Business, 34; Economics, 30; Fine Arts, 19; Philosophy, 19; Architecture, 16; Astronomy, 15; Comparative Literature, 14; Botany, 13; Mathematics, 13; Neurology, 12; Agriculture, 10; Geology, 10; International Law, 8; Phonetics, 7; Drafting, 6; Government, 6; Italian, 6; Social Economy, 3; Indo-Iranian, 2; Polish, 2; Russian, 2; Slavonic, 2; Syriac, 2.

The dominant influence during the year was that of the war. The intense concentration of energy and interest in its prosecution at the opening of the Winter Session decreased the attendance, particularly of the men; withdrew several members of the staff for war duties; and divided the interests and activities of all. The college participated in all the popular campaigns for the support of the war, government loans, Red Cross Work and service subscriptions. To the United War Work Campaign the college contributed over \$31,000, which ranked it among the highest of the larger institutions of the country. Numerous addresses by special war workers in every field

kept the student body informed and keyed up to intelligent patriotic service.

The triumphal conclusion of the war restored the attendance to normal. With the opening of the Spring Session the number of men students greatly increased, a gratifying number of whom returned from military and naval service to the ranks of the teaching profession. The Spring and Summer Sessions witnessed the return of a number of our staff; among them were Major Méras, from the educational committee of the War Department; Major Dean, from the Reconstruction Service, Captain Trabue, from the Personnel Service; Captain Bagster-Collins, from the Intelligence Service. The general interest of the student body, hitherto directed to assistance in the prosecution of the war, was now turned to the general national and world problems. Study classes were formed, devoted to the consideration of the problems of the League of Nations. To these groups and to the student body as a whole, lectures were given by experts in international relations and on Americanization.

With the conclusion of the war the attention of the faculty was directed to the reorganization of the work of the school. In pursuance of the college policy of adapting our offerings to the actual professional needs of the students, courses had been multiplied, with the increase of the student body, until the program of studies had become complex and burdensome. Two outstanding facts demanded consideration. The first of these was that more than one hundred and twenty courses were offered which attracted a registration of ten or less. In about half of these the registration was five or less. The second fact was that in some fields of major interests courses were so numerous that the student would be compelled to spend his entire time for from two to three years to complete them. This entailed a degree of specialization that was detrimental to the interests of the student and to other departments of the college. This reorganization of courses concentrated the instruction offered in the departments of educational administration, school supervision,

Reorganization
of the Course
of Study

secondary education, rural education, normal school education, and vocational education into a fundamental professional course extending through two years, and a small number of briefer elective courses. The student specializing in any one field will devote the major part of the time to these two fundamental professional courses in that field, supplementing these by a number of the briefer elective courses from other fields. This policy secures the advantages of specialization without entailing the neglect of other equally important phases of the subject.

This reorganization permitted a further adjustment of the requirements for the doctorate in philosophy. Students in the professional fields listed above, who were preparing for practical administrative and supervising work rather than for university instructorships, were permitted to qualify in statistical methods in place of the modern languages, to satisfy the requirements for scientific methods of work. The requirements for candidates in the fields of special subjects, such as mathematics, science, history, etc., were allowed further specialization along those lines, the requirements to be determined by the departments concerned. The decrease of the number of doctorates conferred from nineteen in the previous year to nine in the current year, does not indicate any decrease in extent or efficiency in our advanced work. In the year 1917-18 an unusual number of belated candidacies were completed on account of the imminence of the war. In 1918-19 the war itself drew off the major portion of the candidates.

The special phases of work recently inaugurated show a gratifying development; the program of studies organized for social and religious workers, for advisers of women and girls attract an increasing number of students, while the demand for workers well trained in these fields exceeds the supply. Programs providing for a full year of study have been organized for several new phases of educational work to be put in operation in the ensuing academic year. The most important of these is the course in Americanization. This program includes a number

The Doctor's
Degree

New Phases
Of Work

of courses previously given, together with several new ones devoted to the consideration of the problems of immigration and of Americanization as an educational process.

Another field organized was the training for specialists in speech defects. The fact that two per cent. of all school children suffer from defects of this character, while slovenliness of speech is a too prevalent American characteristic, indicates the need for this work with the teaching profession. The addition of one course of a clinical nature to the courses being given in hygiene, speech, phonetics, mental abnormalities, intelligence tests, and related subjects, constitutes an adequate program for a year's work.

Similar organized programs have been effected for specialists in vocational guidance, and opportunity for the further development of such organized work awaits in the entire field of social educational service.

Changes in the policy of the Union Theological Seminary by which tuition is charged for all work given by the Seminary, permits an adjustment of relations with that institution by which their students are placed on the same basis as students from any other division of the University.

Relation With
Union Theological
Seminary

Students may now register at the college, fulfill our requirements for a degree and diploma, and yet take half of their work in the Seminary. With the exception of the work in technical theology, any of the courses offered by the Seminary will, within the limit indicated, be credited towards Teachers College degrees and diplomas. This arrangement obviates many difficulties of adjustment and permits a complete equalization of the work offered by the two institutions. Several phases of this work are so closely allied that the gratifying and useful cooperation of the institutions will no doubt be strengthened.

The Summer Session of 1919 was most successful, in size of attendance, in character of work done, and in the general expression of satisfaction and of interest on the part of students and of the teaching staff. Whereas the attendance of the entire Summer

The Summer Session

Session in 1918 fell to 6,022 as compared with 6,144 for 1917, in 1919 it rose to 9,630. The class registration in the School of Education was 14,501 as compared with 8,372 for 1918 and 9,347 for 1917. The unsatisfactory element in the entire situation was the inadequacy of the physical plant. The need of enlarging the physical facilities is most insistent.

The following promotions were made during the year: Dr. Englehardt from assistant professor to associate professor; Promotions Dr. Leta Hollingworth, Miss Carney, Miss Tallman, Dr. McCall, Dr. Fretwell, and Dr. Reisner from instructorships to assistant professorships. It is gratifying to acknowledge this recognition of efficiency in the work of the staff.

Respectfully submitted

PAUL MONROE

Director

August 15, 1919

SCHOOL OF PRACTICAL ARTS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the Dean of Teachers College

SIR:

I submit herewith my annual report as Director of the School of Practical Arts for the year closing June 30, 1919.

The total registration of regular students in the School of Practical Arts from September, 1918, to June, 1919, was 1,159 undergraduate and 151 graduate; total Attendance 1,310. In addition, 625 extension students were admitted to regular technical courses and special classes for which they were well qualified. As is indicated by the following tabulation, which shows the attendance of matriculated students for the last six years, the attendance was not seriously affected by the war.

	Undergraduates in Practical Arts	Graduates in Practical Arts	Total in Practical Arts	Total in Teachers College
1913-1914	793	37	830	1,803
1914-1915	1,070	95	1,165	1,904
1915-1916	1,065	127	1,192	2,222
1916-1917	1,157	174	1,331	2,444
1917-1918	1,141	166	1,307	2,385
1918-1919	1,159	151	1,310	2,362

The following table shows the departmental distribution of Teachers College graduate students with major work in Practical Arts.

GRADUATE STUDENTS IN PRACTICAL ARTS, 1916-1919

	1916-1917	1917-1918	1918-1919
Household Arts	94	80	76
Fine Arts	25	25	23
Industrial Arts	12	9	12
Music	12	5	1
Nursing and Health	6	8	6
Physical Education	18	24	11
Unclassified	7	15	22
Total Graduate Students in Practical Arts	174	166	151
Total Graduate Students in Teachers College	840	788	700

It is evident that the number of graduate students with major work in Practical Arts remains, as last year, approximately one-fifth of the total number in Teachers College. With few exceptions, these graduate students were candidates for Master's degrees and the great majority had such well balanced programs of science and education that they were eligible for either a Master of Arts or a Master of Science degree. However, the Master of Arts degree was preferred, and only nine graduate students in Practical Arts applied for and received from the University the Master of Science degree in 1918-1919.

It was expected that wartime conditions would reduce the number of advanced professional students and increase the number of young students beginning a four-year program. This has not proved true. In 1917-1918 there were 319 students in the General Curriculum (Freshmen and Sophomores) and 988 professional students (Juniors, Seniors, graduate and unclassified professional students), and in 1918-1919 there were 262 general students and 1,048 professional students.

A five-year study of the relations of the General Curriculum (Freshman and Sophomore years) as preparation for the professional programs of the Junior and Senior years has brought out some marked tendencies. The General Curri-

culum has had 250-300 students in each of the past five years. Two-fifths of the students in each Freshman class go through four years to graduation, and about one-fourth of the annual number of candidates for the Bachelor's degree are students who have spent four years in the School of Practical Arts. There were 66 such four-year students among the 257 who received the Bachelor's degree on recommendation of the Faculty of Practical Arts in 1918-1919. Of the 191 (257-66) who entered with advanced standing, the great majority were admitted directly into the Professional Curriculum with Junior or Senior rank. In general, three-fourths of all undergraduates in Practical Arts are admitted with such advanced standing. It is obvious that the General Curriculum is preparing only about one-fourth of the professional students classified as undergraduates in the School.

Relation of
General and
Professional Curricula

The undergraduate students of the School are rapidly coming to appreciate the fact that in the educational world Teachers College diplomas mean more than the Bachelor's degree, because the diplomas indicate not only satisfactory completion of curricula required for the degree, but also certify to the professional ability and promise of our graduates. In 1918-1919 140 students received diplomas (chiefly for teaching or supervising) together with the Bachelor of Science degree, and 117 received the degree without the diploma. However, a majority of these 117 students had technical majors (such as applied fine arts, practical science and household administration) leading only to the degree, and a number of them will apply for a diploma in connection with the Master's degree after one more year of study. The Executive Committee refused diplomas to a number of students who completed requirements for the Bachelor's degree, but whose professional promise was not satisfactory to the instructors and advisers concerned.

Teachers College
Diplomas

The practical courses in laboratories and studios are not easily adapted to part-time students who are teaching in neighboring schools. A recent survey showed that 82 per cent.

of the matriculated undergraduate students in Practical Arts registered for full programs of 15 to 18 points per Session, while less than 7 per cent. had less than half-time (8-point) programs. Obviously the great majority of the undergraduates are giving full time to their studies because they are not ready for professional work such as divides the interest of about half the graduate students.

In former reports I have called attention to the growing need of officers of instruction for advanced courses in practical arts, particularly in household arts, and of floor space and special laboratory equipment for this work. The need is becoming more pressing, because more advanced types of graduate students are enrolling in the College. In the first few years of the School, most candidates for the Master's degree were not prepared for Practical Arts courses more advanced than those in the 101-200 group, designed for seniors and graduates, and commonly taken in this and all other parts of the University by seniors who are specially prepared and also by large numbers of candidates for the Master's degree. These 101-200 courses are no longer advanced enough for many students. Our own graduates are beginning to return for the Master's degree, and equally well prepared graduates of various "schools of home economics" are coming. I foresee that within a very few years we must offer to large classes of candidates for the Master's degree courses designed primarily for graduates who have already completed work as advanced as we now have in most of our Practical Arts courses numbered below 300. To meet this demand, additional officers of instruction for many courses, and new laboratories and equipment for certain types of courses will be required.

With sadness I record here the death in November, 1918, of the gifted Dr. May Allinson, whose important war service allowed her time for only the work of a lecturer in economic science in the School of Practical Arts, but for whom a larger program in the School had been planned. Mr. Clyde Bowman has resigned

Changes
in Staff

to accept the directorship of industrial arts at Stout Institute. Miss Florence M. LaGanke, instructor in household arts, goes to the leading home economics position in the public schools of Oakland, California. Miss Lillian C. Drew, instructor in physical education, has resigned to take charge of corrective gymnastics in the new training school of physical education established by the Young Women's Christian Association of New York City. Dr. Jesse F. Williams returns to Teachers College with the rank of associate professor of physical education, after serving several years at the University of Cincinnati and one year in the Medical Reserve Corps. He will have general charge of the practical courses in physical education and take part of the responsibility for advising and teaching the advanced students who are candidates for diplomas in teaching or supervising physical education. Dr. Walter H. Eddy, who has been associate in physiological chemistry on leave for service in the Nutrition Division of the Sanitary Corps, will return from France and take the lead in the courses in physiological chemistry. Miss Grace MacLeod, formerly instructor in Pratt Institute, and assistant editor of the *Journal of Industrial Chemistry*, will join the staff as instructor in nutrition.

Respectfully submitted

M. A. BIGELOW
Director

June 30, 1919

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

I have the honor of submitting the following report for the academic year 1918-1919.

The work of this year, like that of its predecessor, has been dominated by the influence of the war. In the first instance, military necessity deprived us of a large part of our regular students, especially in the first class. Secondly, it introduced a large body of special students, pursuing a modified pharmacy course, planned to increase their military efficiency. Thirdly, it necessitated special work, after the disbandment of the Students' Army Training Corps, in order to incorporate many of these special students into the regular classes. In connection with this extra work, the Faculty undertook not only to carry on its regular courses of study, but to improve upon the results of the average year, notwithstanding that its own integrity and organization were impaired by the demands of the national defense.

The effect of these conditions upon the Faculty was the imposition of an unprecedented burden of labor and perplexity. Cases arose in which we had no precedents to guide us in harmonizing the interests of the student and the school with the legal and executive requirements of the State Education Department. It is fortunate that the situation was appreciated by the latter body, and that it sought in every way to lighten the burden and to waive minor regulations when their practical objects could thus be equally well attained. Special classes were organized and their work carried on concurrently with the regular courses, and a special series of tests and examina-

tions was inaugurated to meet the necessities of special groups of students.

It would be difficult to suitably commend the fidelity and untiring industry of the Faculty and of the clerical force in conquering these difficulties. The results have fully justified the sacrifice. Our experience with our military class was not, on the whole, an unpleasant one. New difficulties, in both instruction and discipline, were encountered, but a keen interest was taken in studying and overcoming them. We regretted that we could not retain the class for a second twelve-week period, as we were beginning to secure satisfactory results when disbandment approached and frustrated our efforts.

The effect upon our regular students of the presence and competition of the military class was distinctly stimulating, although with some tendency toward impaired order. These students responded well to our appeals for their assistance and support in maintaining the record, so that our graduating class contributed a larger percentage to the honor roll, and attained a higher average mark for scholarship, than any previously recorded in the history of the School. On the whole, we must regard the year's results as a notable instance of the benefits of adversity.

The enrollment of students for our higher classes has been sadly interrupted by the general conditions of the past two years, but a wholesome reaction is now indicated, and we hope for more activity in this direction than we have heretofore experienced.

The prospect for a requirement in 1923 of high school graduation for admission to the schools of pharmacy in this State, is most important. It is undoubtedly a two-edged sword, but we have so long and so carefully prepared the way for it, that we believe its inauguration will be as successful as it will be beneficial.

New Entrance
Requirement

It is pleasant to record that the "pre-requisite" rule, making a pharmacy school course, based on high school work, a precedent of admission to the pharmacy board examination, is surely gaining ground, Minnesota and Indiana having adopted it during the past year.

We have continued and increased our efforts to interest women in the study of pharmacy, with the result of largely increasing their attendance during the past year. They have maintained the record of scholarship and have won their full share of class honors. Important changes are being made in our building, for increasing their convenience and comfort.

I should not omit from my report a reference to the work of the Advisory Committee of the American Pharmaceutical Association for Soldier and Sailor Pharmacists. There being a large number of returning soldiers and sailors who desire to enter pharmacy or to refresh or improve their knowledge of pharmaceutical subjects, but who are not in a position to meet the usual requirements for matriculation, or to pursue the regular course, the above-named Committee has undertaken to devise special measures for assisting them in this direction. Unfortunately for them, the conditions for matriculation and license are fixed by statute in this State, so that the cooperation of our schools in this movement is restricted. We have, however, offered to provide evening courses of study, specially devised for such men, during the coming year.

Record should be made of the undertaking, by our Board of Trustees and Alumni Association, to raise a scholarship fund of not less than \$12,000 as a memorial to our deeply lamented former Secretary, Mr. Thomas F. Main, continuously active and faithful in college work during his entire life.

In conclusion, I feel that it is proper and desirable to say a few words regarding the financial status of our Faculty and salaried officers. While the salaries of these officers remains unchanged as to the number of dollars received, they are actually reduced about fifty per cent below the ante-bellum status, by the decrease in the value of the dollar. The effect on the living and fortunes of the salaried officers is disastrous and its long continuance would be ruinous. For the immediate present, the only measure of relief that presents itself is that of increasing in-

comes by fees for outside professional service, a method, however, that is not practicable for all. The situation demands an organized method of relief, and it would appear logical and consistent that this take the form of increased fees for instruction. This method is specially applicable to such a professional school as ours. The student pays more for his instruction and receives a higher salary after graduation. His employer makes an increase in charges for service and stock in conformity with similar general advances, and the chain is complete. The professional man cannot and will not place himself on the level of the ordinary labor union, with whom the primary object is to gain an unjust advantage over other classes of workers; but he may very properly resort to defensive measures, when the need for protection is urgent.

The schools of this State have united in making a small increase in their fees for the coming year. This increase, however, is not sufficient to meet the increased cost of materials used in construction work, and it appears that a very material increase in the interest of salaries, should be made for the following year.

Respectfully submitted

H. H. RUSBY

Dean

June 30, 1919

SUMMER SESSION

REPORT OF THE DIRECTOR FOR THE SUMMER SESSION OF 1919

To the President of the University

SIR:

It is my privilege to present herewith the report of the twentieth Summer Session of the University which opened July 7 and closed August 15, 1919.

When I prepared my report for the Summer Session of 1918 we had very little hope that the war would be at an end before another summer. Hence, every indication pointed to a large reduction in the number of students, particularly because of the extension of the draft. I, therefore, recommended a policy which meant the strengthening of important subjects and the omission of those which might be regarded as representing the luxury of education. It was with this spirit that we entered upon the task of preparing for the Summer Session of 1919.

We discovered immediately after the signing of the armistice that Columbia in this summer was to be the Mecca of students, especially those whom the years of war had prevented from coming to the University as they had intended. Nevertheless, the general plan was not abandoned and its adoption has met with most satisfactory results.

The registration of the past five years was

	1915	5,961
	1916	8,023
Registration	1917	6,144
	1918	6,023
	1919	9,539

This year we record the extraordinary figures of 9539 with 72 students at Camp Columbia. The proportion of men taking part in this year's session as compared with 1918 is a matter

of considerable interest, because of the possible effect of the war. The registration of 1917 stood 2003 men, 32.60% against 4141 women, 67.40%. In 1918 the men numbered 1710 against 4312 women. In 1919, the present year, there are 3716 men and 6363 women. The normal percentage of men to women is seen, I believe, in the year 1915, 40% men to 60% women. This year there were 5733 new students against 3806 previously registered. In 1918 there were 3431 new students and 2591 who had previously registered.

We are frequently asked from what parts of the country these students come. We answer from every state in the Union and from many foreign lands, but the representation from the individual states varies largely in the different years. This year we find that Connecticut, Maine, New Hampshire, Rhode Island, Florida, North Carolina, South Carolina, Virginia, West Virginia, Arkansas, Kentucky, Mississippi, Oklahoma, Tennessee, and Iowa, have sent a delegation twice as large as in 1918. Georgia has 255 against 90; Louisiana, 54 against 17. All the states show an increase except South Dakota, Arizona, Montana, New Mexico. In 1918 every state except Nevada was represented. This year students came from every state without exception, also from Hawaii, the Philippines, and Porto Rico. There are students from 24 foreign countries as against 15 in 1918. Thus, there are 85 (47 in 1918) from Canada; from China, 53 (41 in 1918); Japan, 32 (28 in 1918). Siam, Switzerland, South Africa, and West Africa are represented.

The instructors of the Summer Session of 1919 number 349, of which 255 are men and 94 women. Of the assistants there are 52 men and 40 women. In the Demonstration School and the Junior High School there are 6 men and 18 women. The totals are 313 men and 152 women or 465 in all. In 1918 the totals were 274 men and 131 women, or 405 in all. The increase in the number of instructors was due to the expectation of the very large attendance of students. The number of instructors coming from outside Columbia was this year 75. For 1918 the number was 84; in 1917, 118; in 1916, 104; in 1915, 108. It is

Teaching
Staff

evident that the custom adopted during the war of relying upon the staff of the University for the Summer Session has been followed this year. I would urge the various departments to return to our former custom and call suitable instructors from other universities in increasing numbers. The effect on Columbia is most satisfactory for both officers and students alike, and this method of interchange of University officers in the Summer Session is very desirable.

The program of study shows 627 courses for 1919 as compared with 593 in 1918 and 584 in 1917. I may call particular attention to the attractive offering in business, chemistry, classical philology, English, geography, history, law, romance languages, educational administration and school supervision, theory and practice of teaching, fine arts, industrial arts education, physical education.

The Administrative Board of the Summer Session has always observed the very wise regulation of refusing to admit auditors to the classes of instruction. The reason for this is readily seen in the desire to maintain the esprit de corps of the class, which is always disturbed by the presence of a body of auditors. We do not desire, however, to disappoint the very large body of people who are present in New York City in the summer months and who wish to attend University exercises. In consequence of this, we offer a number of public lectures which are open both to the registered students and to the general public. The following is the list:

Lecture by Mr. Frank Callcott on 'The Mexican Peon in Texas'; lecture in French by Professor Harry Kurz on 'La France d'après ses journaux'; lecture in French by M. Mathurin M. Dondo on 'Un Aperçu général de la poésie française actuelle: Verhaeren, H. de Regnier, Paul Fort, Francis Jammes, Rémy de Gourmont'; physics colloquium, 'Physical Properties of Colloid Solutions', by Professor H. W. Farwell; lecture by Miss Wolfson on 'The Work of the National Child Labor Committee'; lecture in French by Professor A. de Pierpont on 'La Femme de demain en France'; physics colloquium, 'Signaling Methods of the A. E. F.', by Professor H. W. Webb; lecture by Mr. Leon Feraru on 'Roumanian Poetry'; lecture in Spanish by Dr. Maria de Macztu on 'Ciudades y jardines españoles (con diapositivas)'; lecture by Professor Rossetter G. Cole on

'The Melodrama as a Modern Music Form', illustrated by his musical settings to 'King Robert of Sicily', 'Hiawatha's Wooing', and 'Pierrot Wounded', with Mrs. Cole at the piano; lecture in French by Professor L. A. Loiseaux on 'Paris, à travers les âges. Avec projections'; lecture by Professor Crawford on 'The Washington Irving Region'; physics colloquium, 'X-rays and Crystals', Professor L. B. Morse; lecture in French by Professor G. Chinard on 'L'Avenir des relations intellectuelles entre la France et les Etats-Unis'; lecture by Allen R. Burns, Director of Methods of Americanization for the Carnegie corporation, on 'What is Americanization?'; lecture by Professor C. Gauss on 'Balzac and Modern Realism'; physics colloquium, 'Simple Experiments in Ionization', Professor K. T. Compton; lecture in French by Professor L. A. Loiseaux on 'Cyrano de Bergerac, historique et dramatique'; lecture by Dr. James P. Warbasse, President of the Cooperative League of America, on 'The Meaning of the Cooperative Movement'; lecture by Professor Rossetter G. Cole on 'Elements of Enjoyment in Music', illustrations at the piano by Mrs. Cole; lecture in French by Mr. Leon Feraru on 'La Roumanie dans l'œuvre de Mlle Helene Vacaresco'; lecture in French by Professor Henri F. Muller, Sergeant in the French Army from 1914 to 1919, on 'Le Soldat français'; lecture by Miss Julia Lathrop, Chief of Federal Children's Bureau, Department of Labor, on the Work of the Bureau; lecture by Major John N. Hauser on 'Summary of events previous to April 6, 1917: the American baptism of fire, Château-Thierry, Belleau Wood, Reduction of the Marne Salient, The Work of the New England Division, Rainbow Division, New York Division, and the Regulars in stopping the German advance'; lecture by Jerome Landfield of the Russian Economic League on 'Russia and the World Peace'; lecture by Professor J. L. Gerig on 'The Literature of Ancient Ireland'; second lecture by Major John N. Hauser on 'Operations of our troops as an American Army; St. Mihiel offensive, Meuse-Argonne Offensive, Minor Operations, Army of Occupation'.

A number of most interesting conferences open to the public were held during the Summer Session as follows:

Conference, 'What Courses on Religion Should be Given in Preparatory Schools and Colleges?' Speaker, Chaplain Raymond C. Knox; 'Social Welfare Work in the Catholic Field', Representative of National Catholic War Council; 'The Organization of Social Centers', Miss Winifred Welsh; 'Are Our Present Methods of Handling Religious Education Adequate to the Needs?' Speaker, H. W. Hicks, General Secretary, New York Sunday School Association: Discussion leader, Miss Lavinia Tallman, Professor of Religious Education, Teachers College; Country Life Conference, General Topic: 'A National Program for Rural Education', Speakers, Professor G. D. Strayer, Professor W. C. Bagley, Professor H. H. Goldberger, of Teachers College, Miss Elizabeth Kelly, State Illiteracy Commission of North Carolina, and Miss Amalia Bengtson, Rural Health Agent, Minnesota; Country Life Conference, speakers: President Kenyon

K. Butterfield, College of Agriculture, Amherst, Massachusetts, Professor C. J. Galpin, University of Wisconsin, Professor D. L. Sanderson, Secretary of the National Country Life Association, Ithaca, New York, and Professor W. H. Wilson, Columbia University.

A number of these were arranged by the Chaplain of the University and his associate and were attended by many of the students and interested persons outside of the University.

Services were held in the Chapel every morning at eight o'clock and were under the direction of the Chaplain of the University. Sunday services were held as usual at 4 p. m. on the five Sundays of the Summer Session, July 6, 13, 20, 27, and August 3. The preachers were as follows:

Reverend Raymond C. Knox, S. T. D., Chaplain of Columbia University; Rt. Reverend Charles David Williams, D.D., Bishop of Nebraska; Reverend Ambrose W. Vernon, D.D., Reverend G. A. Johnston Ross, D.D., of Union Theological Seminary.

The usual Assemblies were held on the Green on Sunday evening whenever the weather permitted. These were also under the direction of the Chaplain and consisted of short addresses and a song service.

The Summer Session Convocation gathering, held to greet the students at the beginning of their experience at Columbia University took place on the evening of Thursday July 10, at 8:30 p. m. In the absence of the President, Dean Frederick J. E. Woodbridge offered the address of welcome. The address of the evening was given by the Reverend William T. Manning, D.D., Rector of Trinity Church. Students attended in so far as the capacity of the Gymnasium permitted. It is estimated that nearly 3,000 were present. The remainder of the program consisted of the usual community singing on the part of the students and selections by the Musurgia Club.

A series of out-of-door concerts for three evenings a week and a Festival of three evenings of music in the last week of the Session formed the musical program for the Music Session of 1919. The concerts on the Green were furnished by the New York Military Band under the leadership of Mr. Edwin Franko Goldman. These concerts began

in the first week in June and were continued until the close of the Summer Session. The University furnished the use of the grounds and light, but the expenses of the concerts were met by contributions from citizens of New York who were interested in providing concerts of this character for the general public as well as for the Summer Session students. This effort has met with universal approbation, and the University by offering its grounds, has been widely commended for its readiness in providing for the summer population of New York City and welcoming the people to the use of the grounds. The University and the public are greatly indebted to the conductor for these concerts. He has collected a large amount of money which has enabled him to furnish a band of forty-five pieces. Audiences extraordinary in size assembled to enjoy the concerts. It is difficult to estimate the actual number in attendance.

The Festival concerts were given by the University Chorus on Monday and Wednesday evenings, August 11 and 13. The program on Monday evening consisted of the singing of the *Star Spangled Banner*, *Stand Columbia*, *A Song of Victory*, by Percy E. Fletcher, and *The Dream of Mary*, a morality play, of which Mr. John Jay Chapman is the author. The music is by Horatio Parker. The concert on August 13, gave selections from *The Messiah*. This, also, was under the leadership of Professor Walter Henry Hall. Miss Dicie Howell was the soprano soloist, Miss Alice Moncrieff, contralto soloist, Mr. Dan Beddo, tenor, and Mr. Fred Patton, bass. The full orchestra was under the direction of Professor Hall as Conductor and of Mr. F. Lorenz Smith, Concert-master, and Mr. Richard Donovan was the organist. The concert of Tuesday evening, August 12, was devoted entirely to orchestra selections.

The Summer Session has always given special attention to excursions which would partake of an educational character as well as provide recreation. These have been for a number of years under the direction of Excursions Professor Leonidas W. Crawford, who is especially qualified for the responsibilities which fall to him in their conduct. He arranged them in two divisions, the first division

being assigned to days when educational exercises were not in operation. The second division was intended for those who had a greater amount of leisure time. The educational purpose is kept clearly in mind in the case of the excursions of division two. The statistics indicating the number of students attending these excursions are interesting:

Visit to University grounds, 380; New York City at night, 1200; circumnavigating Manhattan Island, 800; West Point, 1496; Washington Irving Region, 1070; United States Transport, 515. Other excursions were made to the Churches of New York, to the Brooklyn Navy Yard, to the Cathedrals of St. Nicholas, St. Patrick, and St. John the Divine, to the John Wanamaker store, and the New York *Times*. The conductor of these excursions finds that the demand is growing and, therefore, recommends four divisions, the last division being assigned to those who have been prevented from attending the three divisions. In other words, we have been compelled to deny the privileges of these excursions to many students, and it is our purpose to extend them as far as possible to the student body in general. It is suggested that tickets be constantly on sale in Earl Hall so that there may be little delay for students in going to the various ticket offices throughout the city. As Director I desire to record my obligations to Professor Crawford for his untiring efforts and remarkable supervision exercised in the conduct of these excursions.

Plans were made early in the year to offer at Camp Columbia not only the regular courses in surveying, but also work in military instruction, continuing the plan so successfully followed in 1917 and again in 1918. It appeared at this time that no Reserve Officers' Training Camp would be arranged for by the Government and that the students in the R. O. T. C. at Columbia, as well as outside men, would attend.

The camp opened as usual about June 1, and the expected number of engineering students (28), for whom the courses at camp are prescribed, reported and carried out the regular field work. The military course, however, failed to meet expectations. The final decision of the Army authorities to

open Camp Devens as an R. O. T. C. camp where students would receive expenses and instruction free undoubtedly influenced the attendance at Camp Columbia. The reaction from military activities following the armistice has been nationwide, and the attendance (22 students) at camp, while indicating a discouraging lack of interest in preparedness on the part of university students, has been comparatively high. For example, at Camp Devens about 400 men reported, whereas the Army provided more than this number of instructors and expected about 6,000 students.

If the Army authorities arrange for an R. O. T. C. camp next year the military course at Camp Columbia should be abandoned. Such a course is a financial burden and is not a desirable feature of the camp instruction unless it is attended by a suitable number of men who are fully occupied and interested in the course arranged for them. The camp was originally established for the engineering students, and the work carried on by these men will continue to be, as it always has been, the principal reason for its existence, except during such periods as the last two years when the military course organized there has been one of the best features of the University's war work.

The building and instrumental equipment are sufficient for 180 men. This equipment was provided mainly in 1909 to take care of the attendance, which reached almost 200 for two summers. The Faculty of Applied Science afterward decided that only civil engineering students should attend camp. This action, and the transition of the engineering schools from an undergraduate to a graduate basis has tended to reduce the number of students at camp.

As I bring this report to a close, I feel that I should request release from the position of Director, which I have held for the past eighteen years. You will remember, Mr. President, that upon your election to the Presidency of the University you requested me to assume the position of Director, which you yourself had held for two years. You had, in the face of great opposition, established the Summer Session, the success of which was evident at once. The plan which you proposed was

that upon which the entire structure was built, and the success of the Summer Session in its history of twenty years has proved that the plan was correct. It has been my pleasure to see this part of the educational work of the University grow to extraordinary proportions, for the registration in my first year was 643. The attendance at the present Summer Session is 9598, as I have stated. I shall always feel the deepest interest in the Summer Session. Nevertheless, because of pressing duties in other parts of the work of the University, I am requesting the appointment of another Director, before the coming summer of 1920.

Before closing I must state my great indebtedness for the splendid service that has been rendered by those who have been associated with me in the administration of the Summer Session, some of whom have been my associates for the entire eighteen years. In making this acknowledgment, I am doing so as a representative of the University, and yet I cannot disregard my own personal indebtedness. Recognition of this kind is often forgotten, and I therefore desire to offer my testimony to the faithfulness and devoted service which have had so much to do with the building up of one of the most important parts of the educational work of the University.

Respectfully submitted

JAMES C. EGBERT
Director

August 16, 1919

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

I desire to present herewith the report of Extension Teaching for the academic year ending June 30, 1919.

In my report for the year 1918, I described with considerable exactness and detail the scope of Extension Teaching. I may therefore say that during the year 1918-1919, we have followed the same general plan, employing with even greater freedom and advantage that which has proved so satisfactory.

This year, which began when our country was still at war, has repeated, notwithstanding the anxiety of the opening days, the success of preceding years. By success, I do not refer merely to the large registration which is a valuable indication of the attainment of purpose, but the realization for the University and for the community, in even more complete degree, of that general service in education which has given to Extension Teaching at Columbia a reputation of unusual distinction.

Progress of
Extension
Teaching

At the beginning of the year, we offered a number of courses which were suggested because of our desire to be of service in the time of national need. Among these I may mention marine camouflage, ship drafting, navigation, emergency course for typists for government service, war mathematics, national service courses for the training of young women for recreational work. These were given beyond the regular program which had been arranged and published in the official announcement in the spring. The Department has offered seventy-nine graduate courses leading to higher degrees, one hundred and thirteen general collegiate courses accepted in the undergraduate schools, and such courses in science—physics, botany,

Work of the
Department.

zoology, and agriculture,—as can be given in the evening with satisfactory results. A complete series of evening courses leading to a certificate, was offered in architecture, business, secretarial studies, and library economy. The Department has also furnished a two-year course in practical optics. It supplies all the courses in agriculture given at the University. The premedical classes in the Long Island College Hospital have been under its immediate care. The advanced courses in dentistry and oral hygiene which are subsidiary to the new School of Dentistry have been administered by Extension Teaching. The students in oral hygiene numbered sixteen, in the advanced courses in dentistry two hundred and forty-five. The courses offered by the New York Chapter of the American Institute of Banking were under the immediate educational control of this Department. Extramural classes, eight in number, have been held in Trenton, Scranton, Yonkers, and Bridgeport. The Institute of Arts and Sciences, of which I shall speak below, also reports a very successful year. The University Chorus, which looks to this Department for its financial support, has added to its reputation for the production of high class music in a satisfactory and delightful manner. This in brief is a summary of the activities of Extension Teaching.

I shall venture to insert here the table showing the growth in numbers since 1910 when the University assumed control of this Department.

ENROLMENT

Year	Morningside	Extramural	Total
1910-1911	922	390	1,312
1911-1912	1,329	271	1,600
1912-1913	2,016	296	2,312
1913-1914	2,664	723	3,387
1914-1915	3,407	754	4,161
1915-1916	3,960	821	4,781
1916-1917	5,328	680	6,008
1917-1918	5,944	713	6,657
1918-1919	6,213	536	6,749

It will be seen that every year shows an increase in the number of enrolled students. The growth during these years of war is particularly worthy of notice.

Through the Institute of Arts and Sciences, the non-academic division of Extension Teaching, the University reaches a constituency of serious-minded adults interested in a general program of popular lectures, concerts, and recitals, without any reference to academic credit. The Institute has just completed its sixth year. The list of lecturers included thirty-one instructors, in addition to representatives of twenty-five other educational institutions, as well as many other well known speakers from home and abroad. The Honorable Charles Evans Hughes gave the principal address of the year. The music was of the usual high standard and the year was brought to a fitting close by the Victory Commemoration Festival, a series of one orchestral and two choral concerts under the direction of Professor Walter Henry Hall. At the close of the first year the membership numbered 1248, and at present it is 1978. Over 250 meetings are held yearly, and the attendance for the six years has aggregated over half a million. The program for the coming year will include many lectures on America's home problems and international relations, together with a series of lectures on The League of Nations.

I would call attention to the following resolution of the University Council, October 15, 1918:

Resolved, that on the request of the Department of Physics and subject to the approval of the University Council, the Administrative Board of Extension Teaching may grant a certificate for the completion of a course of study in practical optics approved by that Department, such certificate to be signed by the Director of Extension Teaching and the Administrative Head of the Department of Physics.

Practical
Optics
Certificate

This action of the University Council recognizes in a notable manner the two-year course in practical optics. This course, established in conformity with the law of the State of New

York, has for its purpose the training of students in optometry. Under the direction of Professor James P. C. Southall, this course has achieved a great reputation, and Columbia has now a complete equipment in the field of optics and is training men in this subject in a highly satisfactory manner. The students completing this course of two years deserve recognition by certificate.

I would call attention also to the following resolution of the Administrative Board passed at its meeting, March 5, 1919:

Helps for Home and Community Study	<i>Resolved,</i> That the Director be authorized to prepare and issue Helps for Home and Community Study, it being understood that no course or courses conducted in this manner
--	--

should be recognized for academic credit. In passing this resolution, the Administrative Board of Extension Teaching simply recognized the numerous appeals received by this Department, first, for advice as to courses of study, text-books, outlines, and syllabuses, and again, for information on various subjects of special interest. The University has not hitherto provided means for replying to such requests, but by this action undertakes to supply the information and the opportunities for study desired. In other words, we desire to help in any way within our power those who cannot come in direct and personal contact with the scholars and instructors of the University. Extension Teaching, therefore, has established a sub-department which will provide Helps for Home and Community Study. Mr. Levering Tyson, long and well known at the University as editor of the Alumni News, has been selected as Assistant to the Director in charge of this branch. There are certain principles on which this work is founded. First, credit for a degree or certificate may not be earned through this method of study; again, only subjects which reasonably admit of treatment in this manner will be offered; again, the personal contact will be established and maintained in every possible way, first, by limiting the number of those who are under the care of any instructor, and again, wherever it is possible, lecturers and instructors will be sent for consultation purposes to those who are thus engaged in Home and Com-

munity Study. Text-books, syllabuses, and questionnaires are now being prepared and will be issued early in the fall. The various Departments have been requested to assign one of their staff to care for these courses and to classify requests for information and arrange for suitable replies to such requests. The organization is, therefore, being rapidly completed.

The question is frequently asked, "What does the term Extension Teaching imply at Columbia University?" The reason for the query is found in the fact that elsewhere it stands for popular and short lecture courses and so-called correspondence classes in addition to other forms of popular education, while at Columbia it signifies principally regularly established classes maintained by the University outside of the various schools for those who cannot for different reasons become students in these schools. In fine, Extension Teaching at Columbia is in the main class work. This does not mean, however, that the theory of Extension Teaching at Columbia is restricted or narrow. The Statutes of the University, section 250, define Extension Teaching as instruction given by University officers and under the administrative supervision and control of the University, either away from the University buildings or at the University for the benefit of students unable to attend the regular courses of instruction. Under the terms of this statutory definition, the University may employ any of the various forms of Extension Teaching which may accomplish the purpose of the statute. Courses in Home and Community Study referred to above come within the scope of the statutory definition. Extension Teaching at Columbia University therefore is developing in such a way as to provide for that which in other institutions is known as belonging to such a department, in addition to the extensive and liberal use of class instruction outside of the regular, established Schools of the University. That which may be spoken of as purely Extension Teaching is seen in our Institute of Arts and Sciences, in the newly established courses for Home and Community Study, the short lecture courses, and extramural courses which may be carried on without credit.

Extension Teaching
at Columbia
University

The significant experience at Columbia University, however, is found in the development of the class system in Extension Teaching. These classes are held at unusual hours and places and are rapidly increasing in numbers and importance. It is evidently an important part of the work of the University. Nevertheless, there is something more, for, as we study the classes in Extension Teaching which are conducted with all the care and regard for standards distinctive of the Schools of the University, we are impressed with the great freedom and liberality with which they are offered both as to time, place, admission, etc., but still more by the excellent results which are attained. We are led to feel that we are in the presence of a true University, for here a student may come to satisfy his educational needs, as he feels they exist, without restraint and restrictions which are important and yet lose their importance when we consider the anxiety for learning of those who take part. Considering all this should not the University recognize the instruction and educational attainment accomplished in these classes by a University degree when the student has completed certain courses of study? In other words, should we not establish a University College? This need not interfere with the organization or conduct of other schools. They should maintain their entrance examinations and their regular courses of study as hitherto. They may employ the courses of the University College wherever these may be of service, and there should be the freest interchange consistent with the maintenance of standards. The University College should be under the control of an Administrative Board—possibly that of Extension Teaching as at present—directly responsible to the University Council which should confer the degree, possibly the degree of Bachelor of Science, on the recommendation of this Administrative Board. The requirement for the University degree should be in no wise inferior to that of the undergraduate schools.

This will not appear to be an innovation to those who are aware of the existence at the present time of University courses conducted by Extension Teaching in just the manner indicated and lacking simply the degree as the evidence of the

completion of a scheme of study. It is true that the students of Extension Teaching are trained to understand that the purpose of their attendance at the University is not a search for a degree. Nevertheless, if in the course of time students should complete in Extension Teaching the courses of study called for by the undergraduate schools, the question immediately arises whether in all fairness the degree should not be granted. This is not a matter of theory, for students who have completed courses corresponding to those of Columbia College have applied to the Faculty of the College for a degree and have been refused on the ground of lack of residence in Columbia College. Nevertheless, such students have been admitted to candidacy for the degree of M.A., which implies the possession of the bachelor's degree or its equivalent. It is this extraordinary situation which the organization of the University College would obviate. There is no reason why the organization of a University College should interfere with the success and progress of the present undergraduate schools. In fact, I am told by the Dean of Columbia College that both Extension Teaching and the Summer Session have been of service in the development of that school.

The class system of Extension Teaching is already performing the function of a University College and possesses certain features which are important when we consider its relation to the undergraduate schools. These classes assemble only in the late afternoon and evening. Admission is determined on the requirement of a high school education or its equivalent approved by the Director of Admissions. The emphasis is laid upon study, and extra-curricular activities are either forbidden or discouraged on the ground that such special educational privileges offered in this unusual and irregular manner deserve and demand the entire attention of the student. Administrative machinery furnished by the organization of the Department of Extension Teaching gives careful attention to the operation of these classes and the supervision of the students. Their programs of study are carefully scrutinized and restricted. Mid-term and final examinations and tests are employed to determine the progress and standing of the student.

Finally, these classes are furnishing the collegiate courses required as preliminary to professional courses.

The line of demarcation between the collegiate and university courses on the one hand and Extension Teaching courses on the other can in this way be more easily drawn. The Extension work as so recognized would consist of the Institute of Arts and Sciences, Home Study Courses, short lecture courses, secondary school courses for mature students and extramural classes, which do not receive credit.

Many are the lessons which we have learned by the experience gained in the conduct of Extension Teaching and of the Summer Session. In fact, both of these seem to picture the ideal University system. From the operation of these two departments it has become clear that certain parts of University work may not only become self-supporting, but even productive, and that without any injury to the academic spirit or standard. If we accept this position, it is clear that the obtaining of funds for the support of non-productive and non-popular subjects and for research work may well be the function of parts of the University which may, in a perfectly reasonable sense, become a business enterprise. Surely obtaining funds in this manner may not be questioned, when trustees and instructors of institutions do not hesitate to conduct campaigns for the purpose of increasing salaries, an enterprise which thus unfortunately assures the character of philanthropy. It must be remembered that fees now form a large part of the income of universities. These institutions may, therefore, be conducted in accordance with business methods and yet experience no interference with their scholarly and educational purpose.

My attention has also been called to the desirability of establishing Extension Teaching courses in the evening during the fifteen weeks of the summer vacation. Experience has shown that evening students cannot attend on the intensive plan, as is true of the Summer Session students in the daytime. I would, therefore, propose that certain classes be established by Extension Teaching during the summer which will meet

Lessons from
Experience

Extension Teaching
in the Summer

according to the usual winter program. There are many young men who are more free in the summer than in the winter and who are looking for opportunities of instruction. Such students would welcome the courses conducted in this manner throughout a term of fifteen weeks.

May I say in conclusion that we are establishing with much interest our Home Study Courses. We are looking forward to the recognition of the University College, and we are ready for the development of Extension Teaching in the various fields which seem to lie before it.

Respectfully submitted

JAMES C. EGBERT
Director

June 30, 1919

SCHOOL OF BUSINESS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of Columbia University

SIR:

I desire herewith to present the third annual report of the School of Business for the academic year ending June 30, 1919.

In my report for last year, I reviewed freely the history of the educational development in this field, as portrayed by the action taken in the organization of the School of Business. In the report for this year, it is appropriate to indicate the form which the school has taken and what it is endeavoring to accomplish.

The definite purpose has been to establish the professional School of Business which would give suitable training for college men who should prefer a business career and were in need of special preparation, particularly, in the later years of their collegiate experience. This is the undergraduate school around which and sharing in which are the various courses which add to the value of the school in its service for the community. Thus an additional or third year is offered to graduate students and leads to the degree of Master of Science. Again, students who are interested in secretarial studies are allowed to introduce in their curriculum studies, such as stenography and typewriting, and are permitted to credit these toward the degree of Bachelor of Science in business. Men in active business life are granted the privilege as special students, to attend certain courses which serve their direct purpose. In close coöperation, although conducted by Extension Teaching are the evening courses in business, the

Purpose of
the School
of Business

standards of which are carefully maintained because of their association with the school and the consequent supervision exercised by those who are in charge of the various departments of the school.

At the opening of the academic year of 1918-1919, registration in the School of Business was affected by conditions prevailing before the signing of the armistice, and the attendance in the Winter Session was not large. The Registration Spring Session, however, showed an extraordinary increase and the record gives evidence of peculiar interest in subjects offered in the School of Business, especially, on the part of the soldiers. Graduate students, candidates for the degree of Master of Science, numbered 8. Undergraduates, candidates for the degree of Bachelor of Science, numbered 82. There were, also, 36 non-matriculated students. These figures do not, by any means, indicate the number of students cared for by the school inasmuch as we are called upon to furnish instruction to students of Columbia College, Barnard College, and to students of other schools of the University. These students numbered 165. The students of the evening courses in business numbered 1,219.

At the Commencement in June, 1919, the degree of Master of Science was conferred upon 7, the degree of Bachelor of Science upon 13. The number receiving the Secretarial Certificate, however, from the School of Business, was 7. Degrees Conferred

The administration has been assigned by the Trustees of the University to a Director and Administrative Board of seven members. The work of this Board is supplemented by an informal organization of the Administration staff. To the latter body, all those giving courses in the School of Business are admitted. Meetings are held every month during the year, and questions of educational policy are discussed. The staff thus coöperates with the Administrative Board and forms the body of professional experts who determine the special needs of the school from the educational point of view. This division of direction and control is most useful in the development of the school.

In November, 1918, the Chamber of Commerce of the State of New York named the following gentlemen as members of the Advisory Committee of the School:

Edward D. Adams	Charles F. MacLean
Charles L. Bernheimer	John P. Munn
Samuel R. Bertron	Robert Olyphant
George P. Brett	George Foster Peabody
Thomas A. Buckner	George A. Plimpton
James C. Colgate	James H. Post
Frederick Coykendall	Cornelius A. Pugsley
Gerhard M. Dahl	Samuel Sachs
Andrew Fletcher	William Jay Schieffelin
W. Gerald Hawes	John A. Sleicher
Alexander C. Humphreys	Lionel Sutro
Willard V. King	William B. Thompson

A meeting of this Committee was held at the house of President Butler on the evening of February 18, and the following topics were discussed:

Position of the School of Business in the University and its relation to the other University work

Plans of the Chamber of Commerce for the encouragement of business education

Service which the Advisory Committee may render to the School of Business

What subjects of study should be specially provided for in the School of Business.

The Advisory Committee has already been of service and will be of increasing helpfulness as the school grows in numbers and influence in the community. The Director has called upon the Advisory Committee for advice as to certain questions connected with the administration of the school and has had the assistance of members of the Board in obtaining positions for the students of the school during the summer vacation.

The subjects of study of the School of Business may be classified in general as follows: accounting, business organization, banking, finance including investments, business law, insurance, and transportation. These branches have already been established in the school and instruction is given in these departments by experts

Subjects of
Study

of high reputation in the field of business education. Provision has been made for the addition of the subject of economic resources and markets, and instruction will be given in this subject during the coming year. Although foreign trade must be regarded as including languages, business organization, and economic resources, nevertheless, the school should have a department of instruction in this field. The subject of personnel and factory management is closely associated with business organization. Nevertheless, it has become of such importance that it should have an identity of its own in the scheme of instruction in the School of Business.

The Trustees have strengthened the School of Business by the promotion of certain instructors and the addition of others to the staff. Thus the Chair of Economic Resources and Markets has been established, and Professor J. Russell Smith of the Wharton School of the University of Pennsylvania has been chosen as the first incumbent and will begin his connection with Columbia in the fall of 1919. Assistant Professor Montgomery has been promoted to the Professorship of Accounting and Dr. Roy B. Kester to be Assistant Professor of Accounting. Professor Haig, who cares for the important subject of Business Organization, has been promoted to the position of Associate Professor of Business Organization. These changes offer due recognition to those who have given the school the standing which it already possesses notwithstanding the brevity of its career. We have provided for the subject of personnel management by requesting Professor John J. Coss to offer a course in this subject, and through the assistance of Professor Rautenstrauch, who will continue his course on the principles and practices of factory management. For foreign trade, we have made a temporary arrangement by requesting Professor Guy E. Snider to give a course on marketing methods in foreign trade.

Changes in
the Staff

We are exceedingly desirous of having at the service of the school the new building which has been provided for by a generous donor. The numbers attending the evening courses in business and the large registration in the School of Business,

itself, place before the University the necessity of thus providing for this school in the immediate future. This building should contain rooms for a library, a museum, a statistical laboratory, an accounting laboratory, and special equipment for research work in the field of business.

The Needs of the Future

The staff of the School of Business has already undertaken to organize a Bureau of Research. The numerous questions which have arisen in connection with the Federal Reserve have shown the desirability of establishing such a Bureau at Columbia. Professor Willis, Professor of Banking, has already assigned to students of the school problems which have arisen in connection with this Department of Banking. The Coffee Roasters Association has presented to the Department of Accounting certain questions in regard to which it desires the assistance of the experts of the School of Business. It will be necessary, therefore, for us to organize a Department and Bureau of Research and to place in charge those who are already in control of the special subjects of study in the school and provide them with suitable assistance and equipment. Funds should be provided for this purpose at an early date.

I would recommend, also, that the University obtain funds for the establishing of at least six fellowships, the annual stipend of which should be for study at Columbia, \$1,000, although certain of these should be traveling fellowships with an annual stipend of, at least, \$2,000. These traveling fellowships will aid greatly in building up the foreign trade of the United States. Students should be sent to important business centers in foreign lands particularly in South America to obtain information by immediate contact with the people with whom we desire to trade. Men with such experience will be of great service to the business community and in particular will aid the school by offering special courses in foreign trade. Finally, the School of Business should have at its command a number of scholarships which should meet the tuition fees of deserving

Bureau of Research

Fellowships and Scholarships

students who cannot pay the entire amount called for in their educational experience.

The promise of the future development of the school is very great, and it is difficult to restrain enthusiasm when the evidence is so clear that the University is meeting a great need in offering education in business and that in a manner consistent with its high standards.

Respectfully submitted

JAMES C. EGBERT
Director

June 30, 1919

UNIVERSITY ADMISSIONS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University,

SIR:

I have the honor to present herewith my report for the year 1918-1919.

The number of new students admitted to the several schools of the University in September was in most cases distinctly smaller than for several years past. The urgent appeal for national service of many sorts left a relatively small number for the regular university work. With the beginning of the Spring Session many new students presented themselves, with the consequence that in some schools, notably in Columbia College, the total number of new students entering at some time during the academic year was greater than in any previous year. The total number of new students in Columbia College, including those who remained from the Students' Army Training Corps, was 690. The greatest number in any previous year was 637 in the year 1916-1917.

The advanced requirements for admission to the College of Physicians and Surgeons previously announced went into effect in September 1918. Aside from this, no changes in the requirements for admission have been made or adopted except the new alternative method adopted by Columbia College, which will be described later in this report.

The organization of the Students' Army Training Corps in September 1918 put upon this office a burden no less heavy and unexpected than that which it brought to other departments of the University.

Admission to
S. A. T. C.

Our problem was to select from among the thousands who presented themselves those who had the qualities which would enable them later to become officers in

the Army. The law establishing the Students' Army Training Corps had provided that in order to be eligible, the candidate must have had a four-year high school course or its equivalent. He must also pass a medical examination. There were, however, hundreds of applicants who could meet these requirements but who were wholly unsuited by personality to become army officers. Many who could qualify in this respect did not possess the requisite mental alertness and power.

In order that we might judge of the candidate's personal qualifications, it was provided that he have a personal interview with one of the members of the faculty selected for this duty. Between twenty and thirty of the members of the faculty served devotedly in this capacity and held such interviews throughout the day for more than two weeks. They held frequent conferences, particularly at the beginning; when in doubt, they consulted each other or those especially in charge. The letters of personal recommendation, three of which were required of each candidate, were used in connection with the judgments of the faculty examiners. We had the advantage of advice and suggestions from experienced army officers in determining our standards.

In order to test the mental alertness of the candidates, we required them to take the Thorndike Tests for Mental Alertness. These were similar to the tests given to candidates for the air service and were of a distinctly more advanced character than those given in the cantonments. It has not been practicable to make a thorough statistical study of the work of the Corps owing to the break up of the work subsequent to the signing of the armistice. It is, consequently, impossible to show how closely the results of the mental test were correlated with the character of the students' work. The universal testimony of those who gave instruction in the Students' Army Training Corps was that these students were exceptionally alert and intelligent. It was also true that from the standpoint of personality the group was exceptional.

The results were on the whole so encouraging that we began at once to consider the possibility of modifying our method of admission to regular college work. The possibility of using

the intelligence tests had been considered several years earlier, but at that time the tests had not been sufficiently tried out to justify this office in asking the Faculty of Columbia College to consider them as a possible part of our admission system. The very favorable results of the use of such tests in the Army again suggested the possibility of using them in selecting among candidates for admission to college, as noted in my report of a year ago. The success of the Army tests and our own experience in the Students' Army Training Corps supplied the warrant which had been lacking, and the Faculty of Columbia College, after due consideration, adopted a new alternative method of admission in which the mental or intelligence test was the most novel and outstanding feature.

Those familiar with the work of Columbia College are aware of the fact that for ten years candidates for admission have been required to submit school records, health records, and estimates of character and personality. These were in addition to the entrance examinations or the "Regents" examinations, certain of which might be offered as substitutes for the entrance examinations. The new method employs all these records, some of them in a very much amplified form. It is based upon the principle that fitness for college work is determined by (1) Preparation, (2) Character and Promise, (3) Health, and (4) Intelligence.

(1) As evidence of preparation, the candidate must submit his complete secondary school record. In order to be considered satisfactory, this record must cover fully the requirements for admission. It must show grades at least as high as those required by the school for certification in the case of students entering college by certificate. The school itself must be of high standing.

(2) Evidence of character and promise is supplied in his principal's recommendation and in his application for admission. The usual certificate of good moral character is very considerably amplified and is in the following form:

TO THE PRINCIPAL:

Mr. _____ has applied for admission to Columbia College. We are very desirous of having information regarding the following list of qualities. In estimating his rating in each will you kindly take as the standard the boys graduating from secondary schools the country over, making due allowance for any decided difference from the general level which may characterize your own school.

Put a cross (X) in the appropriate spaces to indicate the rating of the candidate in the several qualities.

	ABOVE THE AVERAGE			BELOW THE AVERAGE		
	<i>Markedly</i>	<i>Distinctly</i>	<i>Doubtfully</i>	<i>Doubtfully</i>	<i>Distinctly</i>	<i>Markedly</i>
Native Ability						
Industry and Faithfulness						
Originality						
Integrity						
Straightforwardness						
Clean-mindedness						
Fair Play						
Public Spirit						
Interest in Fellows						
Leadership						

REMARKS

I certify that the candidate possesses in my judgment the qualities listed above to the degrees there indicated.

I certify that he is a person of good moral character.

I recommend him as a young man of good ability, well prepared to do college work.

Signed _____
Principal

School _____

It will be noted that estimates of intellectual, moral, and social qualities are called for as well as the principal's judgment of the candidate's ability to do college work.

The new application form, which like the new form for the principal's recommendation must be filed by all candidates, calls for a very considerable amount of information regarding the candidate's interests and activities and his part in the life of his school. Aside from the usual data regarding his date of birth and school, he supplies information on the following points:

- Place of birth
- Religious affiliation
- Father's name
- Father's place of birth
- Father's occupation

School Activities, including:

- School publications
- Musical and other organizations
- Athletics
- Patriotic activities
- Debating
- Offices
- Prizes and honors

Activities outside of school, including:

- Remunerative employment or work for parents without wage
- Patriotic activities
- Religious and other organizations

Outside reading—amount and fields—with names of a number of books and other publications read

The candidate is required to give at least three references and to write a letter telling why he wishes to go to college, why he selected Columbia, and what he expects to make of himself. As stated in last year's report, "What the student does out of class and among his fellows is quite as important as his school record in determining his fitness for a college education."

(3) As in the old method of admissions, he files his complete health record.

(4) If his records are satisfactory in all respects, he is permitted, upon application, to substitute the intelligence examination for the entrance examinations. His record of preparation, if acceptable, is taken as covering the requirements in

subject matter. The mental test is taken as the test of his capacity to do college work. These, with his health record and with what might be called his character record, together furnish the basis on which his fitness to be a Columbia College student are determined.

The new intelligence examination differs from that used for our unit of the Students' Army Training Corps in several important particulars. In addition to papers of the type previously used, it includes a large number of questions to test general information, which is one of the important criteria of intelligence. It includes passages for interpretation with a time allowance sufficient to enable the candidate to bring to bear whatever powers he may possess so far as they relate to the questions raised.

The new method offers great possibilities in the direction of making it possible for the college to draw from a wider field. For a number of years past the proportion of students coming from New York City and from near-by places in New York State has steadily increased. Several causes have operated to bring in more of these boys without increasing the enrolment from other districts. One of the chief factors in attracting to a college students from a distance is the influence of alumni. Columbia was a small local college throughout the period when most of the leading Eastern institutions were supplying a demand from Western students not then met by Western institutions. Largely as a consequence of this fact, few Columbia Alumni are to be found outside of New York. In the more recent past, the Western or Southern boy who has been attracted to Columbia—usually in the last year of his secondary school course—has found the review of his whole secondary school course in preparation for entrance examinations a very unwelcome task when he could enter almost any other college on his secondary school certificate. Boys who for family reasons have planned from the beginning to enter a college requiring entrance examinations are in a much better position, since they have had the examinations in view from the beginning and have usually taken preliminary examinations before

Geographical
Distribution

the completion of their secondary school courses. The plan of comprehensive examinations devised by Harvard College was a step toward meeting the difficulty. It puts less emphasis upon details and more upon an intelligent handling of subject matter, and it does not call for examinations in the whole of the subject matter of the secondary school course. Our new method goes still farther; it frankly accepts the subject matter if the record is satisfactory, and makes the intelligence examination the test of general ability. Consequently, the boy who decides late to come to Columbia is not handicapped as compared with the one who decided early. In the Students' Army Training Corps, with the entrance requirements described earlier in this report, the proportion of students from outside New York was very much greater than that ordinarily to be found in the Freshman Class. We may reasonably expect that the proportion of students from a distance will increase with the use of the new admission system and that the college will become more representative. That this is most desirable will be admitted without question. As a matter of fact, admission to Columbia College has been unduly easy for the New York high school boy. Years ago, Columbia College agreed to accept, in lieu of entrance examinations, the examinations given by the New York State Education Department to students who had completed in a New York State high school appropriate courses of study. Most of the high schools require that the student pass these examinations in order to graduate. They are taken on the completion of the several subjects in the high school. Consequently, when the student has graduated, he has passed the State or "Regents" examinations, and he has usually met the requirements for admission to Columbia College as formerly administered.

Many a student does and should graduate from high school without being a suitable subject for a college education, just as many a student graduates and should graduate from college who is not of Ph.D. calibre. Our acceptance of the State examinations meant that almost any New York high school graduate had met our entrance requirements. Our open door to New York consequently admitted a good many students

who did not belong in college. On the whole, the quality of the candidates presenting themselves with these credentials has deteriorated in the past few years. The State has recently begun to require an average distinctly above the passing mark for its College Entrance Diploma, and has itself thus recognized the fact that merely passing the examinations does not mean fitness for college. Several years ago, we adopted a rule to the effect that any grade in a Regent's examination below 70 per cent. would not, ordinarily, be accepted as a substitute for an entrance examination. We have enforced this rule with a good deal of moderation up to date, but its existence is now well known and we shall hereafter enforce it strictly. This will result in cutting down very decidedly the number of inferior students. We shall probably raise the passing mark in these examinations to 75 per cent. in the near future. The enforcement of this rule may cut down seriously the size of the Freshman Class, since the number of students from out of the city entering by the new method may be small for a year or two. We can, in any case, hope for a Freshman Class of better quality. Those who elect to enter by the old method will take the mental test simply for purposes of record. We shall watch the results with great care, but I am personally most confident of the outcome. Defects will no doubt be found in the new admission system, but none, I am sure, which can not easily be remedied.

In considering applicants for admission, particularly those whose records are irregular, we shall give especial consideration to young men who have meritorious records in the national service. Many of them may find it difficult, if not impossible, to do good college work, but the greatest leniency in the enforcing of purely formal requirements for admission will surely be warranted.

Respectfully submitted

ADAM LEROY JONES
Director

June 30, 1919

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

I beg to submit the report of the Secretary of the University for the year 1918-1919. I call your particular attention to the several appendices.

The year just closed was consumed so far as the Office of the Secretary was concerned in two main lines of activity: First, getting completely into the war through the Students' Army Training Corps and, second, getting out of the war. A great deal of clerical work for the S. A. T. C. fell, of course, on this office through correspondence with applicants for induction and in connection with the general rearrangement of the University machinery to meet the requirements of the War Department. The announcement of the establishment of the S. A. T. C. brought thousands of inquiries both by mail and in person for many of which there were no authoritative or at least satisfactory answers, a situation which greatly multiplied the burden of supplying information to prospective members of the S. A. T. C. The Secretary of the University as Secretary of the Administrative Board of the Students' Army Training Corps brought much of the work of that board into the office. The response of the Staff to the heavy demands of the early months of the year was extremely gratifying and deserving of high praise. Of course the Office of the Secretary had no monopoly of the increase of work brought by the S. A. T. C.; all of the administrative offices were similarly affected.

I beg to bring to your attention several matters that have been approved, but for various reasons have never been put into operation. It is very important to consider whether the time has not come to appoint a new administrative officer with the same general rank as the Director of University Admissions and the University Medical

Officer to have oversight and direction of the activities centering about Earl Hall, and whether there should not be added to these activities the important work of procuring appointments for students desiring employment and inspecting and reporting upon lodgings for those students, both men and women, who are not in University Residence Halls.

The work of the Appointments Office is of great importance to the University, and is in addition the element upon which some students make their choice of university.

Through the Alumni Association, a committee of Appointments
Office prominent alumni is now cooperating with the Appointments Committee in the endeavor to place the graduates of Columbia College. The College Faculty has created a Committee on Vocational Guidance which will have close relations with the appointments work. These connections will give the Appointments Office increasing importance and responsibility, and point to the desirability of providing for the work in a way that will centralize, not actually, but in policy the Appointments work of the whole University, including Teachers College and Barnard College as well.

Provision is urgently needed for the inspection and listing of room accommodations in the neighborhood for students who can not be accommodated in the several Housing Residence Halls. This work has been carried on in recent years extremely satisfactorily by Mrs. Kilpatrick, who is on the Teachers College Staff, and by Mrs. Kervan, a Barnard graduate who has given part time service for which the University has been responsible. The acquisition by Teachers College of an additional residence hall and the renting of several apartments by Barnard College will reduce considerably the need of these two institutions for the Board and Room Directory referred to, and will increase proportionately the dependence of University students upon it.

Earl Hall, as a general social service building, seems to be the logical place about which to center the appointments and housing activities. The work of Earl Hall has always been supported by gifts collected through the Christian Association and it has for that reason been thought of as a Christian Asso-

ciation building. Some years ago these gifts failed to such an extent that the work would have ceased altogether had not the Young Men's Christian Association of the City come to the rescue and underwritten the Earl Hall budget. This action has naturally led to a more or less constant leaning both for financial and advisory aid upon the City Association. It is felt by those who are interested in the religious and social activities of the University that the responsibility for Earl Hall is a University responsibility and should be provided for as such. The several student societies will, of course, continue to secure their own funds, but the administration of the building itself and the frame-work upon which the several student societies build should be provided for by University action. The building itself might very properly be restudied in order to determine whether any changes would make it more inviting, home-like, and generally useful.

The question of Clerical Assistance has been raised in these reports many times, but the experience of the last few years has added new and perplexing questions to an already difficult situation.

In theory, the Secretary of the University has been in charge of the clerical staff of the entire University, regardless of the location of the work, for whom performed, or the appropriation from which the salary is paid. The many factors involved, however, made this whole matter very theoretical indeed, with the result that there is too great variation in salaries, hours of work, and vacations. The shortage of stenographic and clerical assistance during the war has aggravated the salary difficulties in those cases where the salaries are paid from blanket appropriations, to the disadvantage of faithful, competent clerks of long service, who refuse to use the argument of other opportunities in their own interests. Not only has the war brought about inequities within the Clerical Staff itself, but it has brought clerical salaries and the salaries of junior officers into comparison. In this connection, it should be noted, that the general makeup of the clerical force is gradually changing so as to contain an increasing proportion of college graduates. The whole ques-

tion seems to call for study from the general University point of view in order that a policy may be established. Not all of the positions are equal in their requirements. Not all of them need to be filled by the highest and most expensive type of worker. On the other hand, in some of the positions, the best and most expensive worker would be a real economy. It may be that the University, like some of the large business corporations, should place the whole clerical question in the hands of a single officer who by careful study could draw the fine distinctions between the demands and needs of the many clerical positions in the University and make proper discrimination in the engaging and placing of workers.

A satisfactory arrangement for clerical assistance for members of the Faculty has not yet been found. There is no question that the efficiency of the University as a whole would be greatly improved if the teaching staff could have access to a clerical force. The difficulty is to find the line between usefulness and waste in making such provision. An attempt to solve the problem will be made during the coming year. The Trustees have appropriated funds for the establishment of a central stenographic office in Hamilton Hall for the use of the officers occupying that building. It is hoped that the plan will be worked out so satisfactorily as to be a model for other buildings on the Campus.

With the passing of the war emergency, the temporary arrangement for the conduct of the Commons referred to in the Secretary's report for 1917-1918 came to an end after a year's operation that was extremely Commons satisfactory to the patrons of the Commons and is said also to have been very satisfactory financially. Great credit is due to Dr. McFarlane, Miss Baker, and Miss Nettleton for their successful struggle against very heavy odds.

Carrying out the suggestion of the Committee on Commons appointed in February, 1918, the President appointed an Administrative Board, thereby establishing the Commons as an independent department with its own budget appropriations. There is no more vital question to be considered in the building up of student esprit, particularly in the

College, than that of eating halls, and the appointment of an Administrative Board to study this problem is of great importance.

I wish to register my grateful appreciation of the assistance rendered by Mr. Tyson in connection with the Appointments Office and other responsibilities of the Office of the Secretary. At no little sacrifice of his own time and energy he made it possible to continue activities which were much affected by calls to war service.

It is a pleasure to record the appointment of Mr. Philip M. Hayden, '13A.M., as Assistant Secretary. Mr. Hayden's service in this office as a war emergency worker gives great promise of his usefulness in administrative work.

Respectfully submitted

FRANK D. FACKENTHAL
Secretary of the University

June 30, 1919

APPENDIX I

REPORT OF WOMEN'S WAR WORK, COLUMBIA UNIVERSITY, 1917-1919

The Women's War Work Rooms of Columbia University were opened at 411 West 117th Street, the Maison Française, on April 21, 1917, and remained open until the middle of August.

Mrs. Nicholas Murray Butler, Chairman.

Mrs. H. G. Lord, Treasurer.

The Committee on Sewing, Mrs. E. T. Devine and Mrs. W. A. Braun, Chairmen, made and delivered on August 4th to Colonel Schreiner, then in charge of the Columbia War Hospital, 2,604 garments.

The Committee on Surgical Dressings, Mrs. E. D. Thurston, Chairman, delivered 9,685 articles. This included a large gift of Red Cross dressings made by Miss Parker's class at Teachers College, which were gratefully accepted.

At the opening of the academic year 1917, it was found that the Columbia War Hospital, which had been taken by the U. S. Government for Base Hospital No. 1, had no further need of clothing, as they would in future be provided from Government supplies. The activities of the Work Rooms were then centered on relieving distress in France. The Work Rooms were opened for the second time on November 18, 1917, at 419 West 117 Street.

On January 18 two cases of clothing were sent to the children of Brittany by the steamer "Niagara". They contained 684 articles. Two other cases were forwarded at the same time and were the gift of Mrs. S. H. Olin.

Early in March, 1918, two cases were shipped, through the France-Amérique Transport Co., containing 461 articles, of which 214 were made in the C. U. W. W. R. and 247 were donated by Miss Fales' class at Teachers College and most gratefully received.

For June, 1918, four cases containing 862 articles of clothing were sent to Brittany. Two more cases, donated by Mrs. S. H. Olin, were forwarded at the same time.

Acknowledgment of these was received by the chairman from the France-Amérique Transport Co. in Paris and letters of thanks from McSullian Collin, president of the Société des Bretons, and from the Bishops of Nantes and Luçon on behalf of the orphans of Brittany.

The severe winter of 1918-1919 was especially hard on the men in camps, and many woolen garments were distributed in answer to individual appeals from Montauk Point, L. I., Camp Greene, S. C., Camp Lee, Va., Fort Terry, Spartanburg, S. C., and especially to the 305th Regiment of Infantry through Mrs. S. H. Olin. The total of woolens distributed were: 182 sweaters, 344 pairs of socks, 36 helmets, 41 mufflers, 39 pairs of wristlets. These garments were made by the women of Columbia University and their friends, whose untiring devotion cannot be sufficiently commended. Special thanks and recognition are due to Mrs. W. H. Beebe and the Misses Beebe, who donated more than 45 pairs of socks and other articles; to Mrs. E. T. Devine and Mrs. W. A. Braun, the devoted chairmen of the Sewing Committee, who also found time and strength at the end of long days of work to increase the store of comfortable woolens for the men at the front; to Miss Jane Fales of Teachers College, who individually or through her influence provided over 40 pairs of socks and many sweaters; to Mrs. F. H. Giddings, whose record of 20 pairs of socks, 15 sweaters, besides mufflers and helmets, was a notable addition.

Miss Hazel Gay of the Library of the Museum of Natural History and her friends contributed 22 sweaters and 42 pairs of socks. These devoted young women were interested in the Work Rooms through Mrs. F. C. Hicks, who also held an extra session of workers from Brown University one evening every week during the war to sew for the bazaar room.

Mrs. F. C. Hicks donated more than 18 woolen garments, most of them sweaters. Her untiring devotion lasted for many months after the Work Rooms were closed and greatly

increased the war finances. At her suggestion and through her help the proceeds of a students' concert at Earl Hall were donated to the same fund.

Miss Bessie White kindly gave lessons once a week in knitting, embroidery and fancy work. Her charming taste and her kindly suggestions greatly helped the success of the bazaar.

Mrs. C. D. Hazen sent more than 32 articles. Mrs. Livingston Morgan gave many socks and sweaters. Mrs. J. R. Wheeler donated over twenty-five articles. Mrs. H. L. Alexander, Mrs. T. H. Briggs, Mrs. H. E. Crampton, Mrs. W. T. Cooley, Mrs. Donnell, Miss McCrea, Mrs. F. G. Moore, the first chairman of the Surgical Dressing Committee; Mrs. J. U. Norris, who made candy until the supply of sugar gave out; Mrs. Calvin Thomas, Mrs. D. E. Smith, Mrs. E. B. Wilson, Mrs. H. L. Osgood, Mrs. J. C. Egbert, Mrs. Stevens, Mrs. E. E. Slosson, Mrs. Spaulding, Mrs. Osgood, Mrs. Slichter and many others were most generous.

Mrs. J. K. Finch, chairman of the Tea Committee, realized over \$100.00 during the winter months of 1917-1918. Most of it was given to buy free wool for socks and sweaters.

Mrs. R. C. Knox's profits on the sale of potatoes, vegetables and jams were over \$100.00. These were gifts to the Work Rooms principally from Mrs. T. L. Shear. Mrs. A. C. Gildersleeve, working untiringly in making aprons, made sales of over \$300.00, besides being of the greatest help to all householders with her beautiful work.

A large amount of gauze left over from the Surgical Dressings Committee, which was discontinued when no longer needed, was sold and realized \$459.54.

Through the kindness of Prof. W. A. Braun three electric motors for sewing machines were loaned to the Work Rooms by the Western Electric Co., to whom all the sewers were very grateful. This was only one of the many acts of kindness and thoughtfulness with which Professor Braun helped all those who worked during that winter in the house which was under his special care. The thanks of all the women of Columbia are due to him for his kindness and his tact.

THE PHIL KEARNY CLUB

Owing to the establishment of the Students' Army Training Corps at Columbia the need of a Hostess House, under the management of the women of the University and with the cooperation of the Y. M. C. A., became urgent, and a committee was formed by Mrs. Nicholas Murray Butler and Miss Virginia Gildersleeve, Dean of Barnard College, joint chairmen. It was decided to close the Work Rooms and devote all efforts and the remaining funds in the treasury to the success of the Hostess House.

A circular letter of invitation was sent to all those who had taken part in the Work Rooms and to many others whose duties had not allowed them to join. The responses were unanimous and enthusiastic. Part of Earl Hall was put at the disposal of the women, and the Hostess House was opened under the name of the Phil Kearny Club, called after General Phil Kearny of the Class of 1833, who was killed in the Civil War.

In closing the business of the Work Rooms, and on Mrs. W. A. Braun's request for consideration of the needs of Barnard College, it was voted to send to their Red Cross branch all the remaining materials and unfinished garments, scissors and sewing articles remaining at 419 West 117 Street.

The Treasurer reported \$783.06 in bank, with all bills paid, and this money was voted to be expended on the newly opened Phil Kearny Club.

Mrs. E. T. Devine and Mrs. W. A. Braun, chairmen of the House Committee, did wonders in making the rooms attractive to visitors.

Mrs. C. T. McFarlane, chairman of the Canteen, worked indefatigably with her helpers and gave great satisfaction to hungry students. She reported that the lunch room was opened from November 14 to December 18, 1918, and had generally a full attendance every day from 4 to 7 o'clock. Three dances were given during that time at which the Canteen served refreshments. Thanks are due to Mrs. H. Jacoby, Treasurer; Mrs. J. T. Shotwell, Mrs. F. C. Hicks, to Barnard

College students and faculty, and especially to Miss Shapleigh of Teachers College, who constantly sent her competent helpers to the club.

The armistice on November 11 put an end to the active work of the Phil Kearny Club, although the Canteen was kept open for some time for soldiers not yet demobilized.

Mrs. Susan Kearny Selfridge, a daughter of General Phil Kearny, made a request for the sign, "Phil Kearny Club", which had been used over the door. It was sent to her as soon as the club was closed.

The last meeting to close all financial affairs of the Columbia University Women's War Work Rooms and of the Phil Kearny Club was held on November 18, 1919, at 60 Morningside Drive. Through unavoidable delays much work had been left on hand and returns had been made to the Treasurer until the last moment.

The Chairman asked for a discussion of the disposition of the balance in bank. Mrs. H. E. Hawkes described the need of a fund for deserving students. She said that there were about one hundred men at the University, sent there by the U. S. Government, who had been wounded or disabled in the war. Some had no other resources than their Government allowance, and even this was often delayed. They were fine men and only through a University fund could any help be provided for them.

It was unanimously voted to establish the nucleus of such a fund. The generosity of Mr. and Mrs. W. T. Bush doubled the amount with a check of \$500.00.

The Treasurer's report was as follows:

Total transactions of the C. U. W. W. W. R. and of the Phil Kearny Club from April 20, 1917, to November 11, 1919:

Receipts from C. U. W. W. W. R.:

April 20, 1917, to Nov. 6, 1918. \$4,531.71

From Mrs. Hicks' work:

Nov. 6, 1918, to Nov. 11, 1919 268.45

Total \$4,800.16

Receipts from Phil Kearny Club:

Nov. 6, 1918, to Nov. 11, 1919	33.35
Gift from Mr. and Mrs. W. T. Bush	500.00
	<hr/>
Total for both clubs	\$5,333.51
Disbursements for C. U. W. W. R.	\$3,748.65
Disbursements for Phil Kearny Club	562.66
	<hr/>
Total	\$4,311.31
	<hr/>
Balance	\$1,022.20

The following letter was drawn up and signed by the Treasurer, who sent it to President Butler, whose answer follows:

New York, Nov. 25, 1919

NICHOLAS MURRAY BUTLER, LL.D.,
President of Columbia University

Dear President Butler:

The women members of the faculties and the wives of members who took part in maintaining the Columbia University Women's War Work Rooms and the Phil Kearny Club during 1917-19 have finished their work with the conclusion of the war. They find that they have on hand from earnings and gifts the sum of \$1,022.20, which they desire to present to the University. This gift is to constitute a loan fund in aid of deserving students, under the usual conditions governing loan funds in the University. The donors would like to have this fund applied, in the first instance, to aid students who have served in the war, and particularly any who may have been wounded or otherwise injured in the service. They would be very glad if the fund might be designated the Phil Kearny Loan Fund. A check drawn to the order of the Treasurer of the University for the amount of the gift is enclosed herewith. I am,

Sincerely yours,

MALLY G. C. LORD,
Treasurer

November 25, 1919

Mrs. HERBERT G. LORD, Treasurer
623 West 113 Street
New York

My Dear Mrs. Lord:

It gives me the greatest possible pleasure to acknowledge receipt of your letter of the 25th with accompanying check, and to express at once through you to the women members of the Faculties and to the wives of members who were associated in maintaining the Columbia University Women's War Work Rooms and the Phil Kearny Club, the great satisfaction with which the University has received and will administer their generous gift. This gift will be reported to the Trustees at their meeting on December 1, and I am confident that action will be taken to provide for the administration of the fund in precisely the manner requested by the donors. I have requested Dean Hawkes and the other administrative officers to make sure that this fund is applied precisely as the donors wish it to be.

Again thanking you most sincerely, and assuring you that this gift comes at a time when a fund of this kind is greatly needed, I am,

Faithfully yours,

NICHOLAS MURRAY BUTLER

APPENDIX 2

REPORT OF THE UNIVERSITY MEDICAL DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

As University Medical Officer, I have the honor to submit the following report of the work under my supervision for the academic year ending June 30, 1919; and to outline in brief the plans of the department for the health supervision of college students for the year 1919-1920.

During the past academic year students and members of the University staff have made over eleven thousand visits to the office of the University Physician. Slightly more than twenty-five hundred individuals have consulted the office for some form of medical treatment. These totals are exclusive of the work done at Students Hall by Dr. Alsop, and also of the large number of medical treatments given by the resident nurses at the various dormitories, under the supervision of the university medical staff.

Dr. Alsop has developed at Barnard College a most satisfactory system of health supervision. Her personal interest and professional experience have won the confidence of the students. The centralization of the Barnard College activities in Students Hall makes it possible for the College Physician to supervise the health of the individual students effectively. Every student in Barnard College is under the watchful care of Dr. Alsop, who examines every student each year and places under medical treatment those who need it. This close contact between the College Physician and the student makes it possible, from a medical standpoint, to do constructive work in personal hygiene and

preventive medicine. During the year, Dr. Alsop has had three thousand, five hundred and fifty-nine consultations. This indicates the value that the students place upon the opportunities given them by the health service.

It is interesting to note that during the year, even in the presence of the influenza epidemic, the general health of the residents of the dormitories has been very good.

Dormitories

The students have been thoughtful and intelligent in interpreting and living up to the spirit of the strict regulations that it has seemed necessary to post from time to time, to meet the waves of communicable disease that visited the city during the year.

Miss Weldon and Miss Williams, resident nurses in the women's dormitories, deserve much credit for the unselfish service that they rendered during the trying weeks of the winter when we were making every effort to cut down the possibility of an epidemic of influenza in our residence halls. Had it not been for the careful, scientific supervision of the dormitories by the nurses and their genuine interest in the welfare of the students, our record would no doubt be far less satisfactory.

Throughout the period of the war and especially during the past year this department has opened its doors to treat enlisted men in all branches of our service and that

of our allies. All men in army or navy uniforms were treated, whether directly con-

Service to
Enlisted Men

nected with the University or not. We gave them the same service which we extended to officers and students of the University, including medicine and surgical dressings when necessary. The spontaneous appreciation from some of the lads, who were far from home, often lonesome and discouraged, largely because they were ill, made the work a gratifying experience. Although the army and navy had convenient stations for medical service throughout the city, the men felt that at the University they could mingle with civilians and escape a wee bit the routine irksome to a sick soldier. On the other hand, they enjoyed a certain distinction as patients in a more civilian atmosphere that appealed to their pride as service men. The civilian patients, no matter how ill they were

or how long they had been waiting for treatment, always wished to give the man in uniform the preference. We made every effort to be of especial service to the enlisted men who were stationed for special work at the University.

Within a comparatively few days, at the opening of the academic year, the University was turned into an army camp.

S. A. T. C. Twenty-two hundred men, members of the S. A. T. C., together with two or three hundred men in special branches of the service, were sleeping, eating and training on the campus. The sudden transformation from an institution of learning on a peace basis to an army camp on a war basis brought many perplexing problems in relation to health and sanitation. These problems would have been difficult enough under normal health conditions, but the onset of the influenza epidemic increased our responsibilities and our perplexities. The first cases of influenza appeared in the cinematography squad quartered in Kent Hall. Upon investigation of sanitary conditions in the improvised barracks, immediate changes were found advisable to meet the extraordinary conditions of the epidemic. The number of men sleeping in these barracks was decreased so that the space between cots was greatly increased and a generous cubic air space allowed each man. Lavatory facilities were increased so that every man was supplied with an abundance of running water for bathing and laundry purposes. A more careful method of cleaning was instituted to keep down the possibility of dust infection. Every possible change was made to lessen the spread of infection through the common use of utensils, wash basins, etc. The inauguration of these sanitary precautions was followed by an immediate improvement in the general health of the men.

The influenza epidemic was at its height when the S. A. T. C. was inducted into service. Six or eight of our leading medical men were called in conference to discuss the question of the advisability of quartering over two thousand men from all parts of the city and country at the University during such a critical period, when each day hundreds of new cases of influenza were being reported and when the mortality from

influenza pneumonia was so high. Although all concerned felt it a hazardous undertaking, it was decided to be unwise, because of the critical war situation, to attempt to change the plans that had been made at Washington for the organization of this great student army. Upon the recommendation of Dean Lambert, a staff of eight contract surgeons was appointed by the Office of the Surgeon General at Washington to care for the health of the student army at Columbia. This staff of physicians put their full interest and professional ability into the problem that seemed almost hopeless in the face of a daily increasing epidemic. Official sick calls were held daily at eight A. M., four and eight P. M. The infirmary on the first floor of Hartley Hall was open twenty-four hours a day for the reception of cases. The office of the University Physician was open all day for the treatment of cases. The Post Surgeon spent hours each day perfecting sanitary conditions in the barracks and in the mess hall. Every precaution that promised to eliminate the possibility of spreading infection, was taken. In the mess hall the men sat on one side of the table only; thus cutting down the possibility of having incipient cases or carriers pass on the infection through spray from the nose, throat and mouth when coughing, sneezing, laughing or talking. All dishes were thoroughly sterilized. The mess hall was carefully cleaned and ventilated. The men were compelled to sleep with windows and doors wide open. Great care was taken as to the cleanliness of the men's bodies and clothing. The men were instructed to use a hot saline mouth wash twice or oftener daily, and to keep their teeth clean. They were urged to report at the very earliest moment the slightest manifestation of illness. Anyone found with a temperature of ninety-nine or over was immediately placed in the infirmary for observation and treatment. All cases diagnosed as influenza were transferred to Base Hospital No. 1 for treatment. By prompt action, by not permitting a man who had a temperature to drill, by isolating all cases of coryza and coughs, and through strictly enforced sanitary precautions, we were able to keep the army on the campus in a comparatively better state of health than prevailed in the city at large. We had 200

cases of influenza, 48 cases of pneumonia, with but two deaths. Our health record is among the best thus far reported in S. A. T. C. camps throughout the country

Associated with Dr. George L. Meylan, Director of the University Gymnasium, and with the University Medical Officer, as contract surgeons U. S. A., assigned to Columbia University S. A. T. C., were Doctors William H. Boese, E. S. Elliott, S. G. Frank, O. H. Leber, Sumner Shailer, and Benjamin Torrens.

There is perhaps no more important phase of the general health work at the University than that of the supervision of the food supply and service. During the past year the University has assumed the responsibility of running the Commons. For a number of years previously the Commons was leased by individuals or corporations having no official connection with the University. Their chief purpose and interests were purely commercial, and therefore problems affecting health were secondary. When the pressing need of a Commons run purely in the interests of the students was brought to the attention of the President and Trustees of the University, a special committee was appointed to study the problem and to submit definite plans for reorganization. Upon the recommendation of this committee the responsibility of running the Commons was assumed by the University. Professor McFarlane, Controller of Teachers College, was appointed business manager; and Miss Baker, of the Department of Foods and Cookery, an expert in dietetics, was put in immediate control of the practical food and service problems. Miss Baker has an intimate knowledge of prevailing conditions in boarding houses and restaurants in our University community, and she was able therefore to put into immediate operation an organization that has met with enthusiastic praise from the patrons of the Commons. The efficiency of the organization was demonstrated by the ease with which twenty-five hundred military men were served three meals daily while the University was on a war basis.

The presence of the military organization on the campus during the greater part of the year somewhat delayed the

completion of the plans for the improvement of the Commons. These, however, will now be carried out during the summer months. The kitchen has been thoroughly renovated and new equipment installed. The dining hall is to be remodeled, decorated and appropriately furnished. An earnest effort will be made to serve a variety of food at a cost within the range of the majority of the students' finances. The cafeteria plan has been adopted in order to facilitate service and to cut down overhead charges. Through Miss Baker's cooperation with the University Medical Officer, it will be possible for students to obtain special diet service. Diet is an important factor in the treatment of many conditions of ill-health common among our students. Up to the present time it has been practically impossible to obtain anywhere the proper diets for many cases.

For a year or two the University will no doubt have to meet a deficit in maintaining the Commons. The cost of alterations, the purchase of new equipment, and many incidental expenses necessary to make the Commons attractive and hygienic, will stand as an investment calculated to pay interest only in the form of health and comfort for its patrons, and not in dollars and cents. However, when our students appreciate that the Commons gives them for cost a superior quality of food served in an attractive manner, cooked in a clean kitchen where the help is encouraged to live up to our sanitary regulations, we are confident that they will patronize the Commons in numbers that will make it possible for the management to make it a self-supporting establishment.

We would suggest the possibility of an endowment to cover the loss to the University of maintaining the Commons. When students are unable to pay the prevailing cost of adequate meals, a Commons endowment fund card could be issued to them, which would cover a part of the actual cost of the meals. Such an endowment would fill a real need in the lives of many of our students. Each year the number of men and women who come to the University on small allowances and borrowed funds, increases. Food is apt to be the first item curtailed. A student cannot do his best work without food of

good quality and in sufficient quantity. We believe that in many cases the general health of the student could be improved and his scholarship raised through a more wholesome and a more complete diet.

The destruction of the lives and the health of millions of men during the world's war, has made the problem of health and efficient living more vital than ever before.

New Plan of Health
Supervision for
College Students

What men have gained by persistent work and sacrifice seems all but lost in the distortion of ideals and in the lack of initiative resulting from the physical fatigue from which the whole world is suffering following the supreme effort made to save civilization in the world's crisis. If social, industrial and political sanity is to be preserved men must be endowed with health. The solution of social and economic problems during the period of reconstruction will demand men of physical vigor, efficient intellectually through education and experience. Efficiency has at its very foundation, health. A sick or over-fatigued body is like a powerful motor whose cylinders are choked with carbon. Both have lost their power to overcome obstacles and to speed up when critical emergencies demand quick and accurate decisions. Military necessity has demonstrated the power of the human body to spring to full physical efficiency when occasion demands it. Thousands of our men went into the army with physical conditions hardly meeting the standard of army requirements. After strenuous service many have returned fine physical specimens of American manhood. Thousands, in their willingness to give all for principle, have found health and vigor of body and mind as a reward for service. It is because of the present call for men of power and clear vision to save the best in our civilization from destruction that we must make every effort to project into peace times the results of those desirable and valuable lessons learned at such a cost during the war.

It is therefore with satisfaction that the University Medical Officer outlines in brief the plan of health supervision that will be put into operation this coming year for our college men and women.

Aside from the treatment of acute illness and the elimination of bodily disturbances that may lead to disease at some later period, the chief object of this new health service is to make it possible for every student to secure during his college training a knowledge of his own body, as to its powers and its limitations, that will permit him to enjoy, if he so desires, the maximum of health and physical comfort by living within the limits of his physical endowment.

The University stands as an investment for the advancement of human happiness and usefulness through education. Health education is an important part of the University's responsibility. At Columbia we will endeavor to fulfill our obligation to our students by giving them instruction in general hygiene on the theoretical side. On the practical side we will study the individual health problems and give them the conclusions of our observations in a definite personal program of living that will permit them to get the most from their experiences in life, without mortgaging their future health or shortening their periods of constructive activity. Upon the basis of instruction in general hygiene and sanitation must be built a more concrete superstructure composed of actual knowledge of personal idiosyncrasies and tendencies that need special consideration if the man is to make the most of his physical and mental endowment and opportunities.

We plan in our health work to use every fact that bears upon the individual as shown in scholarship, in athletic and non-athletic activities, every condition that may be obtained through the annual medical examination, as well as through a record of illness past and present, to measure the student's physical adaptability and state of health. Upon the basis of this data constructive advice will be given the student, which will be of especial personal value to him.

In brief the program of health supervision of the Columbia College men will be as follows. When a prospective student makes application for admission to Columbia College he is required to file, with his credentials of scholarship, a personal history of his present and past health together with a medical examination form filled in by a doctor of medicine, preferably

the family physician, after the physician has made a complete examination of the applicant. The report of this medical examination is filed with the University Medical Officer. If there is recorded by the examining physician any condition of importance that might handicap the applicant in his social, physical or scholastic duties, he is required to consult the University Medical Officer before completing his registration. Thus all cases in need of immediate attention are placed under medical supervision before college duties begin.

At the beginning of the freshman year and annually thereafter as long as he is a student in Columbia College, each student will receive a complete physical examination under the supervision of the Medical Director of the University Gymnasium. These examinations will be made by a staff of medical men. Detailed comprehensive records will be kept of the conditions found, tabulated in such a way as to make it possible to follow the development of the body and the varying state of health of the individual student from year to year. A photograph of each freshman will be taken to record general posture and physical defects. In cases where postural defects are evident a photographic record may be made at stated intervals to show progress. Copies of all of the above data will be filed with the University Medical Officer.

As a result of this annual medical examination all students who show abnormal conditions will be required to consult the University Medical Officer. When necessary, treatments will be given either at the office of the University Physician, at the office of the family physician or specialist, or at one of the various clinics or hospitals of the city. Immediately upon the completion of the first examination given by the staff of physicians at the university gymnasium, a card will be given to the student stating any defects found. This card is issued as a means of giving official notice to the parent or guardian, of the student's need for medical or surgical treatment. The student must present this card, properly signed by the parent or guardian, to the University Medical Officer within one month of the date issued, showing that the student is under treatment

by his own physician or that he desires treatment given under the supervision of the University Physician.

Data derived from the medical examinations will be of assistance also in determining the cause of poor scholarship. When a student falls below the standard of work that he should maintain, he will be referred by the Dean to the University Medical Officer for a special examination to ascertain if there is a physical reason for his poor scholarship. Experience has shown that in many cases of unsatisfactory scholarship some physical or mental disturbance is present that can be eliminated, with subsequent improvement of the student's attitude toward his work and a corresponding rise in his grade of scholarship.

After simple acute illness, so common in early adult life, the student will be placed under supervision for a reasonable period to make sure that no conditions develop that might insidiously undermine his future health. A follow-up system has been devised so that no case may escape systematic attention.

The treatment and supervision of the university students will be continued as usual, but the follow-up system at the present time cannot be applied to all students of the graduate and professional schools. The more complete medical supervision as outlined will be in operation only in Columbia and Barnard Colleges.

Through the public press, through the excellent work of many local boards of health, the National Public Health Service and similar organizations, the general public is awakening to the realization that health is, to some extent, a purchasable asset. Medical men are becoming more and more interested in preventive medicine as a part of their duty as physicians. During the next decade the methods of health work as instituted at the present time in many of our schools, colleges, and industrial plants, will become more universal. With our present knowledge of disease, its origin and control, it is possible to lengthen the average span of life and to make the constructive period of life longer and more efficient. Health of body, in varying degrees, may be attained by everyone with the help of the many agencies existing to study our nervous and

physical constitutions, and with the aid of the physician to interpret the results for us on the basis of our own peculiar problems. It is because the value of this health supervision has been demonstrated that we have instituted this scheme of medical work in the college. We hope not only to accomplish much for each student during his college course; but during these four years to establish a habit that will ensure a healthful life by a continuation of these periodic medical examinations.

In order to make it possible for this department to expand to meet the program of the coming year, the Columbia University Christian Association has generously extended to us the use of all the rooms on the ground floor of Earl Hall. Therefore we now have a large, light, adequate reception room and secretary's office on the south side of the corridor; on the north side of the corridor are four rooms, subdivided and equipped for medical work. This added room space and extra equipment will facilitate the office work and save the patient's time.

There will be added to the staff of the University Physician this coming year two physicians, each giving part time service. Miss Martha Carling, who has been on a two years' leave of absence doing war service with the Canadian Red Cross, returns to be associated with Miss Florence Alston as one of the university nurses. With the opening of the fall term we are to have a visiting nurse added to our staff.

One great branch of our work still remains to be developed. No institution in the country is so fortunately situated for treating students seriously ill, as Columbia. The City of New York has many of the finest hospitals in the world. These hospitals have given every service to our students, and the attendings have been most generous of their time and service on behalf of our students who could not afford private rooms or private physicians. I feel, however, that we should have, in one of these institutions, a Columbia University pavilion, supported by a special endowment fund; so that we might have all of our serious cases under one roof and still retain the advantages of a large, well equipped

Additional
Office Space
and Equipment

Staff

Hospital
Service

hospital. Such a pavilion would facilitate placing our hospital cases, add much to the comfort of the patient, and make it possible for us to organize their social care during the period of convalescence.

We are deeply appreciative of the hearty support and co-operation which we invariably receive from all the hospitals to which our patients are sent each winter; and we are especially grateful for the generosity shown us this past winter during the influenza epidemic.

Respectfully submitted

WM. H. McCASTLINE

University Medical Officer

June 30, 1919

APPENDIX 3

REPORT OF THE SECRETARY OF APPOINTMENTS

JULY 1, 1918, TO JUNE 30, 1919

To the President of the University

SIR:

There are submitted to you herewith statistics of the work of the Appointments Office for the year July 1, 1918, to June 30, 1919. More activity was crowded into the life of Columbia during this period than in any twelve months in the history of the University, and it is safe to assume that there never was a time when conditions in all departments of University life changed so rapidly. In the summer of 1918 there were few men available for any kind of work, and there has seldom been so heavy a demand for assistance in commercial, industrial and professional lines. The scarcity of men was, of course, due to the war needs of the government. The situation was considerably complicated by the establishment of the S. A. T. C., during the life of which it was practically impossible to fill many positions which came to the University Appointments Office.

By the middle of November it was apparent that the situation would reverse itself. With the signing of the armistice, men returned to Columbia from cantonment and training camp, and within a month they began to come back from the firing line. Instead of a situation where no one could be found to fill positions, the office was confronted with the problem of finding work for a large number of men who had disrupted their entire lives to go into government service, many of them at considerable sacrifice and all worthy of the best attention Columbia could give them. The resulting conditions were disquieting, to say the least, and were not comforting to an office which has never been over-manned.

The situation which resulted emphasized anew the necessity for organizing the Appointments Office so that it can assume its proper place in the University scheme of organization. In my report of last year I dwelt briefly on the importance of this from the standpoint of Alumni interest, and I need not go into that side further this year. The war brought to our attention the importance of finding the proper place for each individual in the general scheme of things. Application of this principle, so firmly established during our war experience, to our own University students and graduates will result in a more general satisfaction that Columbia is completing her job by placing her students as they leave. It is a great satisfaction to know that this principle is being recognized more and more and that attention will be paid to the Appointments Office problem during the coming year. It is very gratifying to have enlisted the aid of Professor Coss whose work in personnel management during the war has given him an experience that few individuals possess.

Need
Expansion

Just a few words about the statistics. There were 487 men who secured part time positions through the office during the past year, and 445 other positions could not be filled. By far the majority of the latter occurred during the S. A. T. C. regime when there was practically no one available. This was particularly true of the applications for tutoring positions. Of the 189 unfilled tutoring positions, 130 came to the Office during the life of the S. A. T. C. The other 59 were not filled because of unsatisfactory conditions and small pay which did not prove attractive to the men on our lists.

Statistics

The office personnel was insufficient throughout the whole year to adequately cope with the problem of full time positions, although you will note that positions were secured for 67 men. There were 122 opportunities for engineers to secure full time work, but the men were not available. It was practically impossible to find men who could fill accountancy or bookkeeping positions, because students registered with us did not have the peculiar experience which these positions demand. The same thing applies to opportunities in advertising and literary lines.

REGISTRANTS			POSITIONS		
MEN			MEN		
Part time	1132		Part time	932	
Full time	205		Full time	337	
	1137	1137		1269	1269
WOMEN			WOMEN		
Part time	430		Part time	395	
Full time	87		Full time	239	
	517	517		634	634
<i>Total</i>		1851	<i>Total</i>		1903

FULL-TIME POSITIONS			PART-TIME POSITIONS		
WOMEN	<i>Filled</i>	<i>Unfilled</i>	WOMEN	<i>Filled</i>	<i>Unfilled</i>
Stenography . .	24	161	Clerical typing .	133	52
Statistical			Tutoring . . .	36	39
Advertising . .	5	9	Miscellaneous .	8	30
Bookkeeping . .	1	12	Taking care of		
Miscellaneous .	3	24	children . . .	21	76
	33	206		198	197
		33			198
<i>Total</i>		239	<i>Total</i>		395

The Office was able to fill nearly 200 part time positions for women. About the same number of opportunities were refused because of poor pay offered by prospective employers. Thirty-three women secured full time positions, and of the 206 positions that could not be filled from the Office there were 161 applications for stenographers. The general dearth of this particular type of individual is familiar to all and need not be gone into here.

That the need for the Office has not diminished is very evident from the registration. Nearly 2,000 applied to the

FULL-TIME POSITIONS			PART-TIME POSITIONS		
MEN	<i>Filled</i>	<i>Unfilled</i>	MEN	<i>Filled</i>	<i>Unfilled</i>
Lawyers	5	4	Clerkships . . .	32	20
Accountants . .	11	25	Proof reading .	1	1
Bookkeeping			Clerical		
Stenography . .	10	40	Stenographic	74	27
Executive	6	37	Waiters, care-		
Engineers	24	122	takers, furnace		
Advertising			attendants . . .	23	82
Literary	4	28	Translations . .	7	13
Salesmen	7	14	Camp councillors		
			Athletics	37	45
			Ushers	25	5
			Proctors	20	1
			Drafting	10	2
			Reading out loud	7	1
			Messenger . . .	16	12
			Library	5	7
			Orchestra	5	14
			Guides	17	1
			Model	1	3
			Pushing wheel		
			chair	9	3
			Research	30	9
			Tutors	207	189
			Miscellaneous . .	18	12
	67	270		487	445
		67			487
<i>Total</i>		337	<i>Total</i>		932

Office for assistance. That we can still be of great aid to our students is indicated by the fact that more than 1,900 positions were reported to the Office, and this number came with practically no advertising.

As a follow-up of my suggestion of last year that the organized Alumni would be glad to cooperate in the appointments work, I take pleasure in reporting to you that the matter has been discussed by the Directors of the Alumni Federation who will be pleased to

Cooperation
of Alumni

receive suggestions at any time from you or the Committee. They hope that the facilities of the Alumni Office will be of service in this very important work of the University.

In concluding I should like to express my thanks to the administrative officers and other members of the Faculty who have given the Office their hearty cooperation,—to Dean Hawkes for his efficient advice; to Professor Patterson and Professor Katharine Reilly for their generous support and interest; and to Mr. Fackenthal for response to all appeals.

Respectfully submitted

LEVERING TYSON

Acting Secretary of Appointments

June 30, 1919

APPENDIX 4

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1918-1919

SUMMARY OF OFFICERS

	1917-18	1918-19
Professors	179	175
Assistant Professors	55	53
Associate Professors	116	113
Clinical Professors	25	20
Associates	53	47
Instructors	229	193
Curators	2	2
Lecturers	40	39
Assistants	78	54
Clinical Assistants	106	94
	883	790
University Officers of Instruction		
Other Instructors in Teachers College	154	153
Other Instructors in College of Pharmacy	10	10
Extension Teaching Officers not included above	119	127
	1,166	1,080
Total		
*Administrative Officers	36	37
*Other Administrative Officers, Barnard College, Teachers College, and College of Pharmacy	15	14
	1,217	1,131
Total		
Emeritus Officers	17	15
Other officers not in active service	13	13
	1,247	1,159
Total		

*Excluding those who are also teaching officers and included above.

VACANCIES

By Death, Resignation, Retirement, or Expiration of Term of Appointment, occurring, unless otherwise indicated, on June 30, 1919

Professors and Administrative Officers

- FERNAND BALDENSPERGER, Litt.D., Professor of French Literature
 JOHN R. CRAWFORD, Ph.D., Assistant Professor of Roman Archaeology and Librarian of the Avery Library
 EDWARD T. DEVINE, Ph.D., Professor of Social Economy
 FRANK A. DICKEY, A.B., Registrar
 JAMES C. EGBERT, Ph.D., as Director of the Summer Session (Oct. 1, 1919)
 WILLIAM D. ENNIS, M.E., Acting Professor of Mechanical Engineering (June 14, 1919)
 EDWARD J. FORTIER, A.B., Assistant Professor of French (died Dec. 24, 1918)
 AMADEUS W. GRABAU, Sc.D., Professor of Palaeontology
 JAMES T. GRADY, LL.B., Assistant Professor of Journalism (March 31, 1919)
 CHARLES C. GROVE, Ph.D., Assistant Professor of Mathematics
 ROSCOE GUERNSEY, Ph.D., Assistant Professor of Classical Philology
 MAJOR JOHN N. HAUSER, U. S. A., Assistant Professor of Military Science and Tactics (Oct. 1, 1919)
 WILLIAM A. HERVEY, A.M., Professor of the Germanic Languages and Literatures (died Dec. 25, 1918)
 FRANK W. JACKSON, M.D., Professor of Clinical Medicine (died Jan. 8, 1919)
 ABRAHAM JACOBI, LL.D., Emeritus Professor of the Diseases of Children (died July 10, 1919)
 SAMUEL W. LAMBERT, M.D., Dean of the Medical School and Professor of Applied Therapeutics
 WILLIAM A. MADDOX, Ph.D., Assistant Professor of Education in Teachers College
 DICKINSON S. MILLER, Ph.D., Sc.D., Professor of Philosophy
 WESLEY C. MITCHELL, Ph.D., Professor of Economics
 ARTHUR C. NEISH, Ph.D., Associate Professor of Chemistry (Aug. 15, 1919)
 HARRY M. PAINTER, M.D., Professor of Clinical Obstetrics
 WALTER W. PALMER, M.D., Associate Professor of the Practice of Medicine
 JAMES H. ROBINSON, Ph.D., Professor of History
 CORNELIUS RYBNER, Mus.Doc., Professor of Music
 FRANK C. SCHROEDER, C.E., Assistant Professor of Mechanics

- EMMA P. SMITH, Ph.D., Adviser to Women Graduate Students (Feb. 1, 1919)
- CALVIN THOMAS, LL.D., Gebhard Professor of the Germanic Languages and Literatures (died Nov. 4, 1919)
- CHARLES W. WEICK, B.S., Assistant Professor of Industrial Arts in Teachers College (died Nov. 5, 1919)
- TALCOTT WILLIAMS, LL.D., L.H.D., Litt.D., Professor of Journalism and Director of the School of Journalism

Associates

- RICHARD H. CUNNINGHAM, M.D., Physiology
- GERTRUDE DUDLEY (Jan. 1, 1919), Physical Education (Barnard College)
- HENRY B. FABER, B.S., Chemical Engineering
- FREDERIC G. GOODRIDGE, M.D., Biological Chemistry
- FRANK E. WARD, Music
- ARTHUR WARE, B.S., Architecture

Instructors

- THADDEUS HOYT AMES, M.D., Clinical Neurology
- LEON ARDZROONI, A.M. (Dec. 31, 1918), Economics (S.A.T.C.)
- DANA W. ATCHLEY, M.D., Clinical Pathology
- DANIEL R. AYRES, M.D., Gynecology
- WILLIAM F. BENDER, M.D., Physiology
- GEORGE E. BENNETT, LL.M. (Dec. 31, 1918), Accounting (S.A.T.C.)
- MARGARET BURNS, Physical Education (Barnard College)
- BERTRAM T. BUTLER, A.M. (Dec. 31, 1918), Topography (S.A.T.C.)
- CARLOS CONTRERAS (Dec. 31, 1918), French (S.A.T.C.)
- OSCAR DIEM, M.D., Ophthalmology
- JAMES L. DOHR, M.S., Accounting
- IRWIN W. DRIEHAUS, A.M. (Dec. 31, 1918), Physics (S.A.T.C.)
- EUGENE A. DUPIN, M.D., Surgery
- CHARLES A. FISCHER, Ph.D., Mathematics
- HARRY L. FISHER, Ph. D., Organic Chemistry
- PALUEL J. FLAGG, M.D., Surgery
- NATHAN W. GREEN, M.D., Surgery
- LUCY GREGORY, A.M., Romance Languages and Literatures (Barnard College)
- MORRIS GROSSMAN, M.D., Neurology
- LONNIE W. GROVE, M.D. (Aug. 1, 1919), Surgery

- PAUL C. HAESELER, S.B., Chemistry
GEORGIA HAFFNER, A.M., Economics (Barnard College)
LEWIS D. HILL, A.M. (Dec. 31, 1918), Physics (S.A.T.C.)
JOHN R. HOBBIE, JR., A.M. (Dec. 31, 1918) Physics (S.A.T.C.)
WILLIAM S. S. HORTON, M.D. (Oct. 1, 1919), Surgery
RANDAL HOYT, M.D., Neurology
MRS. FLORENCE HULTON-FRANKEL, Ph.D., Bacteriology
JOSEPH A. HYAMS, M.D., Urology
GEORGE H. JOHN, JR., M.E., Mechanical Engineering
RICHARD F. JONES, Ph.D., English
THOMAS B. KIRKPATRICK, A.M. (Dec. 31, 1918), Hygiene (S.A.T.C.)
WILLIAM S. LADD, M.D., Medicine
JOSEPH LAUBER, M.E. (Dec. 31, 1918), Drawing (S.A.T.C.)
OTTO H. LEBER, M.D., Physiology
EDWARD M. LEHNERTS (Dec. 31, 1918), Topography (S.A.T.C.)
JAMES S. MACGREGOR, M.S., Civil Engineering
HAROLD E. MANTZ, Ph.D., Romance Languages and Literatures
FRANK L. MASON, E.E. (died May 23, 1919), Electrical Engineering
MORRIS MEISTER, A.M. (Dec. 31, 1918), Physics
WILLIAM S. MESSER, Ph.D., Classical Philology
FREDERICK E. MONTGOMERY, M.D., Surgery
WILLIAM T. MORGAN, Ph.D., History
ROBERTS B. OWEN, Ph.D., Philosophy
EVERETT H. PARKER, B.S. (Dec. 31, 1918), Topography (S.A.T.C.)
C. PERRY PATTERSON, A.M., History
CHARLES I. PROBEN, M.D., Gynecology
JOHN HERMAN RANDALL, JR., A.B. (Dec. 31, 1918), English (S.A.T.C.)
ELBERT T. RULISON, JR., M.D. (Dec. 31, 1918) Surgery
ZACHARY SAGAL, Ph.G. (Feb. 1, 1919), Clinical Pathology
JAMES F. SANBORN, B.S. (Dec. 31, 1918), Topography (S.A.T.C.)
WINFIELD S. SCHLEY, JR., M.D., Surgery
LEANDER H. SHEARER, M.D., Medicine
MAXIMILIAN STERN, M.D., Urology
LEONELL C. STRONG, B.S. (Dec. 31, 1918), Hygiene (S.A.T.C.)
JOHN A. SWENSON, A.B. (Dec. 31, 1918), Mathematics (S.A.T.C.)
HAROLD L. TOWLE (Dec. 31, 1918), Camouflage (S.A.T.C.)
ARTHUR S. VOSBURGH, M.D., Surgery

PETER T. WARD, A.B. (Dec. 31, 1918), English (S.A.T.C.)
 ALFRED R. WHITMAN, M.S. (Dec. 31, 1918), Topography (S.A.T.C.)

Lecturers

FREDERICK BARRY, Ph.D., History of Science
 LAURA C. BRANT, A.M., Physics (Barnard College)
 JAMES B. COLEMAN, A.M., Physics
 CLARKE E. DAVIS, Ph.D., Chemical Engineering
 HORATIO K. GARNIER, A.M. (Feb. 1, 1919), Philosophy
 HELENA GEER, A.M., German (Barnard College)
 ALEXANDER GOLDENWEISER, Ph.D., Anthropology
 PHILIP K. HITTI, Ph.D., Semitic Languages (Gustav Gottheil Foundation)
 ROY S. MACELWEE, Ph.D., Foreign Trade
 CHARLES J. OGDEN, Ph.D. (Feb. 1, 1919), Indo-Iranian Languages
 WILLIS A. PARKER, Ph.D., Philosophy
 LUCIA H. SMITH, A.B., Chemistry (Barnard College)
 LORLE I. STECHER, Ph.D., Psychology (Barnard College)
 FRANK A. STRAUSS, A.M. (May 31, 1919), Electro-Chemistry
 EMORY C. UNNEWEHR, B.S., Physics

Assistants

MABEL E. BALDWIN, A.M., Chemistry
 DAVID M. BROWN, M.D., Medicine
 STEPHEN P. BURKE, B.S., Chemistry
 JAMES A. CLARKE, JR., M.D., Clinical Pathology
 JAMES E. CRITES, JR., B.S., Physics
 SAMUEL C. DELLINGER, A.B., Zoology
 ROBERT H. F. DINEGAR, M.D., Clinical Pathology and Physiology
 MARY L. ELY, A.B., History (Barnard College)
 E. EPSTEIN, M.D., Medicine
 CHARLES H. FARER, Zoology
 MARTIN A. FURMAN, M.D., Pathology
 JEKUTHIAL GINSBURG, A.M., Mathematics
 SAMUEL GITLOW, M.D., Biological Chemistry
 DAVID GOLDBLATT, M.D., Pathology
 MAXIMILIAN W. GOLDSTEIN, M.D., Clinical Medicine
 RICHARD E. GORDON, M.D., Diseases of Children
 EVERETT M. HAWKS, M.D., Surgery

ADOLF F. HERRMANN, M.D. (Dec. 31, 1918) Surgery
 JOHN HIPP, JR., A.M. (died Aug. 8, 1919), Physics
 CALM M. HOKE, A.M., Chemistry
 JAMES W. HOWARD, M.D., Pathology
 ALFRED F. HUETTNER, A.M., Zoology
 MRS. ISABEL F. LEAVENWORTH, A.B., Philosophy (Barnard College)
 SHOO TZE LEO, A.M. (May 31, 1919), Electro-Chemistry
 EMILY LEWIS, M.D., Medicine
 JOSÉ F. NONIDEZ, Sc.D., Zoology
 ALMA G. RUHL, A.M., History (Barnard College)
 ADOLPH J. SCHNEWEISS, A.M., Philosophy
 FRANZ SCHRADER, B.S. (Feb. 1, 1919), Zoology
 VALROSA V. VAIL, A.B., Zoology (Barnard College)
 MABEL WEIL, A.M., Physics
 CHARLES WEISMAN, Ph.D. (Sept. 1, 1918), Biological Chemistry
 ALEXANDER H. WRIGHT, A.M., Chemistry

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1919

Professors and Administrative Officers

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
HARRY M. AYRES, Ph.D.	Assistant Professor	Associate Professor	English
ROSCOE C. E. BROWN, A.M.	Assistant Professor	Professor	Journalism
HERBERT S. CARTER, M.D.	Associate Professor	Assistant Professor	Medicine
LOUIS CASAMAJOR, M.D.	Associate Professor	Professor	Neurology
WILLIAM C. CLARKE, M.D.	Assistant Professor	Associate Professor	Surgery
WILLIAM DARRACH, M.D.	Clinical Professor	Associate Professor	Surgery
BERGEN DAVIS, Ph.D.	Associate Professor	Professor	Physics
PIERRE DE BACOURT, B.L.	Instructor	Assistant Professor	French

NICKOLAUS L. ENGELHARDT, Ph.D.	Assistant Professor	Associate Professor	Education (Teachers College)
HAROLD A. FALES, Ph.D.	Instructor	Assistant Professor	Chemistry
BENJAMIN P. FARRELL, M.D.	Instructor	Assistant Professor	Orthopedic Surgery
DIXON R. FOX, Ph.D.	Instructor	Assistant Professor	History
ROBERT M. HAIG, Ph.D.	Assistant Professor	Associate Professor	Business Organization
WILLIAM HALLER, Ph.D.	Instructor	Assistant Professor	English (Barnard College)
CARLTON, J. H. HAYES, Ph.D.	Associate Professor	Professor	History
CLARE M. HOWARD, Ph.D.	Instructor	Assistant Professor	English (Barnard College)
EMILIE J. HUTCHINSON, A.M.	Lecturer	Assistant Professor	Economics (Barnard College)
DOUGLAS W. JOHNSON, Ph.D.	Associate Professor	Professor	Physiography
ROY B. KESTER, A.M.	Instructor	Assistant Professor	Accounting
BIRD LARSON, B.S.	Instructor	Assistant Professor	Physical Education (Barnard College)
WALTON MARTIN, M.D.	Clinical Professor	Associate Professor	Surgery
ROBERT H. MONTGOMERY	Assistant Professor	Professor	Accounting
GEORGE W. MULLINS, Ph.D.	Instructor	Assistant Professor	Mathematics (Barnard College)
ARTHUR C. NEISH, Ph.D.	Assistant Professor	Associate Professor	Chemistry
ALWIN M. PAPPENHEIMER, M.D.	Assistant Professor	Associate Professor	Pathology
FRANK A. PATTERSON, Ph.D.	Assistant Professor	Associate Professor	English

ALBERT T. POFFENBERGER, JR., Ph.D.	Instructor	Assistant Professor	Psychology
EUGENE H. POOL, M.D.	Clinical Professor	Associate Professor	Surgery
JAMES P. RUYL, D.D.S.	Assistant Professor	Professor	Prosthetic Dentistry
ROBERT L. SCHUYLER, Ph.D.	Assistant Professor	Associate Professor	History
ERNEST L. SCOTT, Ph.D.	Associate	Assistant Professor	Physiology
WILLARD L. SEVERINGHAUS, Ph.D.	Instructor	Assistant Professor	Physics
YOUNG B. SMITH, L.L.B.	Associate Professor	Professor	Law
FORDYCE B. ST. JOHN, M.D.	Instructor	Associate Professor	Surgery
HARRISON R. STEEVES, Ph.D.	Assistant Professor	Associate Professor	English
OLIVER S. STRONG, Ph.D.	Assistant Professor	Associate Professor	Neurology
ARTHUR W. THOMAS, Ph.D.	Instructor	Assistant Professor	Food Chemistry
WILBUR WARD, M.D.	Assistant Professor	Associate Professor	Gynecology
AGNES R. WAYMAN, A.B.	Instructor	Assistant Professor	Physical Educa- tion (Barnard College)
ALLEN O. WHIPPLE, M.D.	Assistant Professor	Associate Professor	Surgery
ERNEST H. WRIGHT, Ph.D.	Assistant Professor	Associate Professor	English

Associates

WARREN HILDRETH, M.D.	Instructor	Associate	Obstetrics and Gynecology
WILLIAM C. JOHNSON, M.D.	Instructor	Associate	Pathology
CHARLES A. MCKENDREE, M.D.	Instructor	Associate	Neurology
ARTHUR E. NEERGAARD, M.D.	Instructor	Associate	Medicine
MICHAEL OSNATO, M.D.	Instructor	Associate	Neurology
ARCHIBALD M. STRONG, M.D.	Instructor	Associate	Medicine
ROYAL C. VAN ETEN, M.D.	Instructor	Associate	Gynecology

ISAAC O. WOODRUFF, M.D.	Instructor	Associate	Medicine
THEODORE F. ZUCKER, M.D.	Instructor	Associate	Pathology

Instructors

WILLIAM B. BOYD, M.D.	Assistant	Instructor	Medicine
HELEN C. COOMBS, Ph.D.	Research Assistant	Instructor	Physiology
KATHERINE M. COOPER, B.S.	Lecturer	Instructor	Physical Educa- tion (Barnard College)
MRS. ESTELLE H. DAVIS	Lecturer	Instructor	English (Barnard College)
IRWIN EDMAN, A.M.	Lecturer	Instructor	Philosophy
C. EVANGELINE FARNHAM, A.M.	Lecturer	Instructor	Romance Lan- guages and Lit- eratures (Bar- nard College)
WILLIAM S. S. HORTON, M.D.	Assistant	Instructor	Surgery
PHILIP J. LIPSETT, M.D.	Assistant	Instructor	Surgery
WILLIAM E. MORGAN, A.B.	Assistant	Instructor	Chemistry
HERMANN J. MULLER, A.M.	Assistant	Instructor	Zoology
LOUIS NEUWELT, M.D.	Assistant	Instructor	Surgery
JOSEPH F. RITT, Ph.D.	Lecturer	Instructor	Mathematics

CHANGES OF TITLE

<i>Name</i>	<i>From</i>	<i>To</i>
HENRY W. GILLET, D.M.D.	Professor of Operative Dentistry	Professor of Theory and Practice of Dentistry
ADRIAN V. S. LAMBERT, M.D.	Acting Professor of Surgery	Associate Pro- fessor of Surgery
ARTHUR H. MERRITT, D.D.S.	Professor of Oral Hygiene	Professor of Oral Pathology
FRANK G. MOORE, Ph.D.	Professor of Classical Philology	Professor of Latin
KATHARINE C. REILEY, Ph.D.	Assistant Professor of Classical Philology	Assistant Prof- fessor of Greek and Latin

FRANK T. VAN WOERT, M.D.S.	Professor of Prosthodontia	Professor of Clinical Den- tistry
LEUMAN M. WAUGH, D.D.S.	Professor of Pathology	Professor of Histology and Embryology (School of Dentistry)
CLARENCE H. YOUNG, Ph.D.	Professor of Greek	Professor of Greek Archæo- logy
T. LESLIE SHEAR, Ph.D.	Associate in Classical Philology	Associate in Greek Archæo- logy
RAYMOND M. WEAVER, A.M.	Instructor in English	Associate in English
ISRAEL S. WECHSLER, M.D.	Instructor in Neurology	Associate in Neurology
HARRY M. IMBODEN, M.D.	Associate in Roentgenology	Instructor in Surgery
PAUL M. GIESY, A.M.	Associate in Cancer Research	Assistant in Cancer Re- search
MAXWELL KARSHAN, B.S.	Instructor in Biological Chemistry	Assistant in Biological Chemistry
VICTOR K. LAMER, A.B.	Assistant in Chemistry	Research As- sistant in Food Chemistry

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1919

Professors and Administrative Officers

<i>Name</i>	<i>Office</i>
WILLIAM H. BOESE, M.D.	Assistant to University Medical Officer
WILLIAM A. BORING	Director of the School of Architecture
SIDNEY R. BURNAP, M.D.	Associate Dean of the Medical School
WILLIAM E. CALDWELL, M.D.	Associate Professor of Obstetrics and Gynecology
ELIZABETH C. COOK, Ph.D.	Assistant Professor of English (Teach- ers College)

WALTER WHEELER COOK, LL.M.	Professor of Law
CHARLES P. COOPER, A.M.	Associate Professor of Journalism
JOHN J. COSS, A.M., B.D. (Oct. 1, 1919)	Director of the Summer Session
WILLIAM DARRACH, M.D.	Dean of the Medical School
WILLIAM B. DUNNING, D.D.S.	Professor of Operative Dentistry
LT.-COL. ALLEN R. EDWARDS, U.S.A. (March 3, 1919)	Professor of Military Science and Tactics
ELBERT K. FRETWELL, Ph.D.	Assistant Professor of Education (Teachers College)
EDWARD J. GRANT, A.B.	Acting Registrar
MRS. JULIANA S. HASKELL, Ph.D.	Adviser fo Women Graduate Students
MAJOR JOHN N. HAUSER, U.S.A. (March 3, 1919)	Assistant Professor of Military Science and Tactics
PHILIP M. HAYDEN, A.M.	Assistant Secretary of the University
WILLIAM W. HERRICK, M.D.	Assistant Professor of Medicine
ARTHUR W. HIXSON, Ph.D.	Associate Professor of Chemical Engi- neering
MRS. LETA S. HOLLINGWORTH, Ph.D.	Assistant Professor of Education (Teachers College)
FRANKLIN W. JOHNSON, A.M.	Associate Professor of Education (Teachers College)
HAROLD B. KEYES, LL.D., Sc.D.	Assistant to University Medical Officer
SAMUEL W. LAMBERT, M.D.	Dean Emeritus of the Medical School
ANATOLE LE BRAZ, D ès L.	Professor of French Literature
JOHN H. H. LYON, Litt.D.	Assistant Professor of English
WILLIAM A. McCALL, Ph.D.	Assistant Professor of Education (Teachers College)
MAJOR FELIX R. McLEAN, U.S.A. (April 21, 1919)	Assistant Professor of Military Science and Tactics
CHARLES J. MARTIN	Assistant Professor of Fine Arts (Teachers College)
CAPT. AMOS G. MERRY, U.S.A. (March 3, 1919)	Assistant Professor of Military Science and Tactics
JEROME J. MORGAN, Ph.D.	Assistant Professor of Chemical Engi- neering
WILLIAM F. OGBURN, Ph.D.	Professor of Sociology (Barnard Col- lege)
EDWARD H. REISNER, Ph.D.	Assistant Professor of Education (Teachers College)

J. RUSSELL SMITH, Ph.D.	Professor of Economic Geography
ALBERT H. STEVENSON, D.D.S.	Assistant Professor of Preventive Dentistry
WILLIAM E. STUDDIFORD, M.D.	Professor of Obstetrics and Gynecology
ARTHUR F. TAGGART, M.E.	Professor of Ore Dressing
LAVINIA TALLMAN, A.M.	Assistant Professor of Religious Education (Teachers College)
HENRY C. THACHER, M.D.	Assistant Professor of Medicine
ERVIN S. ULSAVER, D.D.S.	Assistant Professor of Prosthetic Dentistry
JESSE F. WILLIAMS, M.D.	Associate Professor of Physical Education (Teachers College)
TALCOTT WILLIAMS, LL.D., L.H.D., Litt.D.	Emeritus Professor of Journalism

Associates

LOUIS BAUMAN, M.D.	Medicine
SETH D. BINGHAM, Mus.Bac.	Music
CARL C. DICKEY, B.Lit.	Journalism
GEORGE DRAPER, M.D.	Medicine
HENRY B. FABER, B.S. (Feb. 1, 1919)	Chemical Engineering
HAROLD DE W. FULLER, Ph.D.	Journalism
PAUL M. GIESY, A.M.	Cancer Research
BERNARD GLUECK, M.D. (Feb. 1, 1919)	Neurology
FREDERIC G. GOODRIDGE, M.D. (Feb. 1, 1919)	Biological Chemistry
MAX KAHN, Ph.D. (Oct. 1, 1919)	Biological Chemistry
LEO KESSEL, M.D. (Sept. 1, 1919)	Clinical Medicine
BENJAMIN S. KLINE, M.D.	Pathology
CHARLES W. KNAPP, M.D.	Medicine
GERHARD R. LOMER, Ph.D.	Journalism
GABRIEL A. LOWENSTEIN, Ph.D. (Oct. 1, 1919)	Biological Chemistry
HERMAN O. MOSENTHAL, M.D.	Medicine
MAURICE PRÉVOT	Architecture
OSCAR TEAGUE, M.D.	Bacteriology

Instructors

THADDEUS HOYT AMES, M.D. (Feb. 1, 1919)	Clinical Neurology
GEORGE C. ANDREWS, JR., M.D.	Neurology
RICHARD T. ATKINS, M.D.	Laryngology and Otology
GEOFFROY ATKINSON, A.M.	French
BERTRAM T. BUTLER, A.M. (Oct. 1, 1919)	Topography (S.A.T.C.)
MRS. ELIZABETH F. BAKER, A.M.	Economics (Barnard College)
HENRY A. BANCEL, M.D.	Medicine
FREDERIC W. BANCROFT, M.D.	Clinical Surgery
GOTTLIEB A. BETZ, Ph.D.	German
ALFRED M. BIDWELL, M.D.	Surgery
ERNST P. BOAS, M.D. (Oct. 1, 1919)	Physiology
ROBERT W. BOLWELL, A.M.	English
LOUIS A. BONVICINO, M.D. (Sept. 1, 1919)	Neurology
WILLIAM C. BOWERS, M.D.	Laryngology and Otology
EDGAR M. BOWEN, A.M.	French
SAMUEL BRADBURY, M.D. (Sept. 1, 1919)	Medicine
LESTER F. BRUMM, M.S.	Accounting
ROBERT BURLINGHAM, M.D.	Medicine
SIDNEY R. BURNAP, M.D.	Surgery
ARCHIBALD H. BUSBY, M.D.	Surgery
ARTHUR M. BUSWELL, Ph.D.	Chemistry
ABERNETHY B. CANNON, M.D. (Sept. 1, 1918)	Dermatology and Syphilology
MATTHEW L. CARR, M.D.	Laryngology and Otology
HENRY C. CAVE, M.D.	Surgery
HENRY T. CHICKERING (Feb. 1, 1919)	Medicine
MATHER CLEVELAND, M.D.	Surgery
JAMES L. COBB, M.D.	Anatomy and Surgery
RALPH COLP, M.D.	Surgery
LLOYD C. COLSEY	Physical Education
LEON H. CORNWALL, M.D.	Neurology

ROBERT T. CORRY, M.D. (Sept. 1, 1918)	Anatomy
WILLIAM F. CUNNINGHAM, M.D.	Surgery
EDWARD CUSSLER, M.D.	Clinical Medicine
CONDUCT W. CUTLER, Jr., M.D. (Nov. 1, 1919)	Surgery
FREDERICK H. DIETERICH, M.D.	Pathology
PAUL A. DINEEN, M.D.	Clinical Surgery
MATHURIN M. DONDO, A.M.	French
IRWIN W. DRIEHAUS, A.M. (Oct. 1, 1918)	Physics (S.A.T.C.)
HERBERT A. DURHAM, M.D.	Orthopedic Surgery
KIRBY DWIGHT, M.D.	Surgery
GEORGE W. EDWARDS, Ph.D.	Banking
EDWARD P. EGGLEE, M.D. (Sept. 1, 1919)	Clinical Medicine
HERMAN ELWYN, M.D.	Anatomy and Medicine
ARCHIBALD P. EVANS, M.D.	Neurology
AUSTIN P. EVANS, Ph.D.	History
HOXIE N. FAIRCHILD, A.B.	English
LELIA M. FINAN	Physical Education (Barnard College)
CARL H. FORNELL, M.D.	Surgery
BENJAMIN FREUDENFALL, M.D.	Clinical Laryngology and Otology
GEORGE M. GOODWIN, M.D.	Clinical Medicine
ADOLPH GRANET, M.D. (Oct. 1, 1918)	Medicine
LOUIS GREENBERG, M.D.	Clinical Laryngology and Otology
JAMES S. GREEN, JR., A.M.	English
MORRIS GROSSMAN, M.D. (Nov. 1, 1918)	Neurology
GERALD H. GROUT, M.D.	Ophthalmology
LONNIE W. GROVE, M.D.	Surgery
FRANK M. HALLOCK, M.D.	Neurology
HARBECK HALSTED, M.D.	Obstetrics and Gynecology
FORBES HAWKES, M.D.	Surgery
W. HALL HAWKINS, M.D.	Anatomy
LEWIS D. HILL, A.M. (Oct. 1, 1918)	Physics (S.A.T.C.)
JOHN R. HOBBIE, JR., A.M. (Oct. 1, 1918)	Physics (S.A.T.C.)

RANSOM S. HOOKER, M.D. (March 1, 1919)	Surgery
ROBERT E. HUMPHRIES, M.D.	Orthopedic Surgery
RALPH A. HURD, M.D.	Pharmacology
HAROLD T. HYMAN, M.D.	Pharmacology
CHARLES J. IMPERATORI, M.D.	Laryngology and Otology
HENRY JAMES, M.D.	Medicine
JOHN J. H. KEATING, M.D.	Clinical Medicine
GEORGE V. KENDALL, A.M.	English
THOMAS B. KIRKPATRICK, A.M. (Oct. 1, 1918)	Hygiene (S.A.T.C.)
EUGENE KLEIN, M.D.	Surgery
WILLIAM S. LADD, M.D. (Feb. 1, 1919)	Medicine
RAYMOND W. LEWIS, M.D.	Surgery
KENNETH R. McALPIN, M.D.	Clinical Medicine
GEORGE M. MACKENZIE, M.D.	Medicine
HENRY E. MARKS, M.D.	Medicine
ALEXANDER T. MARTIN, M.D.	Pharmacology and Medicine
MORRIS MEISTER, A.M. (Oct. 1, 1918)	Physics (S.A.T.C.)
FRANK L. MELENEY, M.D.	Surgery
HENRY E. MELENEY, M.D.	Pathology
FREDERICK C. MILLS, Ph.D.	Economics
NATHANIEL MILLS, M.D.	Orthopedic Surgery
PARKER T. MOON, B.S.	History
JOHN H. MUELLER, M.S.	Pathology
ARTHUR E. NEERGAARD, M.D. (Feb. 1, 1919)	Medicine
EMERY E. NEFF, A.M.	English
HAROLD NEUHOF, M.D. (March 1, 1919)	Surgery
MICHAEL OSNATO, M.D. (Feb. 1, 1919)	Neurology
EVERETT H. PARKER, B.S. (Oct. 1, 1918)	Topography (S.A.T.C.)
WILLIAM BARCLAY PARSONS, JR. M.D.	Anatomy and Surgery
GEORGE A. PFEIFFER, Ph.D.	Mathematics
OTTO C. PICKHARDT, M.D.	Anatomy

PHILIP C. POTTER, M.D.	Surgery
EDWIN PYLE, M.D.	Surgery
SHIRLEY L. QUIMBY, A.B.	Physics
WILLIAM W. RANKIN, JR., A.M.	Mathematics
WILLIAM I. REARDON, M.D. (Oct. 1, 1919)	Clinical Medicine
HENRY B. RICHARDSON, M.D.	Medicine
HENRY A. RILEY, M.D. (Feb. 1, 1919)	Neurology
FRANK A. ROSS, A.M.	Sociology
WALTER H. SAMMIS, E.E.	Electrical Engineering
JAMES F. SANBORN, B.S. (Oct. 1, 1918)	Topography (S.A.T.C.)
IRVING J. SANDS, M.D.	Neurology
BERTRAM J. SANGER, M.D.	Medicine
JOHN W. SCHIERER, D.D.S.	Dentistry
WINFIELD S. SCHLEY, JR., M.D. (Sept. 1, 1918)	Surgery
NORMAN SHARPE, M.D.	Neurology
ABRAM SKVERSKY, M.D. (Oct. 1, 1919)	Neurology
ALAN DEFOREST SMITH, M.D.	Surgery
MARTIN DEFOREST SMITH, M.D.	Medicine
THAYER ADAMS SMITH, M.D.	Anatomy and Medicine
WILLIAM P. ST. LAWRENCE, M.D. (Nov. 1, 1919)	Diseases of Children
ADOLPH STERN, M.D.	Neurology
FRANKLIN A. STEVENS, M.D.	Medicine
ARCHIBALD H. STOCKDER	Business Organization
BYRON STOOKEY, M.D. (Oct. 1, 1919)	Neurology
ARTHUR P. STOUT, M.D.	Surgery
LEONELL C. STRONG, B.S. (Oct. 1, 1918)	Hygiene (S.A.T.C.)
HAROLD C. STUART, M.D. (Sept. 1, 1919)	Medicine
JOHN A. SWENSON, A.B. (Oct. 1, 1918)	Mathematics (S.A.T.C.)
SAMUEL SWIFT, M.D.	Obstetrics and Gynecology
FENTON TAYLOR, M.D.	Anatomy and Surgery

KENNETH TAYLOR, M.D. (Oct. 1, 1919)	Medicine
ARTHUR H. TERRY, M.D.	Medicine
CLARENCE P. THOMAS, M.D.	Medicine
GRANT THORBURN, M.D. (Sept. 1, 1919)	Medicine
CLAYTON T. ULREY, Ph.D.	Physics
FREDERICK T. VAN BEUREN, M.D.	Surgery
EUEN VAN KLEECK, M.D.	Physiology
HERBERT N. VERMILYE, M.D.	Physiology and Medicine
HERMAN L. VON LACKUM, M.D.	Orthopedic Surgery
ROBERT VON NARDROFF, A.M.	Physics
ARTHUR S. VOSBURGH, M.D. (March 1, 1919)	Surgery
HAROLD V. WALSH, B. Arch.	Architecture
GERTRUDE M. WAPE, Ph.D.	Chemistry (Barnard College)
HENRY L. WEIL, M.D. (Oct. 1, 1918)	Medicine
DAVENPORT WEST	Clinical Diseases of Children
RANDOLPH WEST, M.D. (Sept. 1, 1919)	Medicine
JOSEPH S. WHEELWRIGHT, M.D.	Surgery
WILLIAM C. WHITE, M.D.	Surgery
FRANK C. YEOMANS, M.D.	Surgery
JOHN J. YOUNG, M.D.	Medicine
THEODORE F. ZUCKER, M.D. (Jan. 1, 1919)	Pathology

Lecturers

WILLARD T. BARBOUR, LL.B., B. Litt.	English Legal History (Carpentier Foundation)
ADRIAAN J. BARNOUW, Ph.D.	Queen Wilhelmina Lecturer on the History, Language and Literature of the Netherlands
HÉLÈNE BIÉLER	Romance Languages (Barnard Col- lege)
H. BRUA CAMPBELL, LL.B.	Finance and Business Law
GILBERT CHINARD, Ph.D.	Philosophy
JAMES B. COLEMAN, A.M. (Feb. 1, 1919)	Physics
MRS. MARY W. COUTANT, A.M.	Botany (Barnard College)

HENRY K. DICK, A.M.	English
ELEANOR DOTY	Physical Education (Barnard College)
HORACE L. FRIESS, A.B.	Philosophy
ALEXANDER S. GALAJIKIAN, A.B.	Physics
FRANCIS S. HASEROT	Economics and Economic Geography
SALLY P. HUGHES, B.S.	Zoology (Barnard College)
STERLING P. LAMPRECHT, Ph.D.	Philosophy
WILLIS A. PARKER, Ph.D. (Oct. 1, 1918)	Philosophy
HARLOW S. PERSON, Ph.D.	Business Organization
MAURICE PICARD, Ph.D.	Philosophy (Barnard College)
WILLIAM POPPER, Ph.D.	Semitic Languages (Gustav Gottheil Foundation)
GERALD J. PYLE, A.M.	Philosophy
DOROTHY SCARBOROUGH	English
PAUL SCHINNERER, A.M.	German
WILLIAM H. STEINER, A.M.	Banking
FRANK A. STRAUSS, A.M. (Feb. 1, 1919)	Electro-Chemistry
THEODORE C. TAYLOR, A.M.	Organic Chemistry
ANNA P. YOUNGMAN, Ph.D.	Banking

Curators

HORACE N. CORYELL, A.M.	Paleontology
-------------------------	--------------

Assistants

EMANUEL M. ABRAHAMSON, B.S., Chem. E.	Chemistry
DAVID M. BROWN, M.D. (Oct. 1, 1918)	Medicine
ROBERT H. BOWEN, A.M. (Aug. 1, 1919)	Zoology
JOHN W. S. BRADY, M.D. (Nov. 1, 1919)	Medicine
STEPHEN P. BURKE, B.S. (Oct. 1, 1918)	Chemistry
AMY M. BURT, A.M.	History (Barnard College)
CHARLES L. CAMP, A.M.	Zoology
THOMAS P. CLENDENIN, B.S.	Physics
GORDON DEWEY, A.M.	Government (Barnard College)

ROBERT H. F. DINEGAR, M.D. (Feb. 15, 1919)	Physiology and Clinical Pathology
E. EPSTEIN, M.D. (Oct. 1, 1918)	Medicine
RALPH L. EVANS, A.B.	Chemistry
CHARLES H. FARER (Feb. 1, 1919)	Zoology
MARTIN A. FURMAN, M.D. (Feb. 1, 1919)	Pathology
ALEXANDER GERSHOY, B.S.	Botany
SAMUEL GITLOW, M.D. (Sept. 1, 1918)	Biological Chemistry
DAVID GOLDBLATT, M.D. (Feb. 1, 1919)	Pathology
RICHARD E. GORDON, M.D. (March 1, 1919)	Diseases of Children
WILLARD F. GREENWALD, B.S.	Chemistry
ADOLF F. HERRMANN, M.D. (Sept. 1, 1918)	Surgery
JOHN HIPPI, JR., A.M. (Jan. 1, 1919)	Physics
FRANKLIN HOLLANDER, B.S.	Chemistry
JAMES W. HOWARD, M.D. (Feb. 1, 1919)	Pathology
EVERETT C. JESSUP, M.D. (Sept. 1, 1919)	Medicine
MRS. GRACE H. JOHNSON, A.B.	Zoology (Barnard College)
JOHN L. KANTOR, M.D.	Medicine
FRANCES KRASNOW, A.M. (Oct. 1, 1919)	Biological Chemistry
VICTOR K. LAMER, A.B. (Feb. 1, 1919)	Chemistry
DONALD E. LANCEFIELD, A.M.	Zoology
GUSTAVE E. LANDT, B.S. (Nov. 26, 1918)	Chemistry
JOSEPH R. LATHAM, M.D. (Oct. 1, 1919)	Medicine
SHOO TZE LEO, A.M. (Feb. 1, 1919)	Electro-Chemistry
PHILIP J. LIPSETT, M.D. (Jan. 1, 1919)	Surgery

DONALD S. MACKAY, M.D.	Philosophy
FLORENCE L. MACLEOD, B.S. (Sept. 15, 1919)	Food Chemistry (Research)
ALEXANDER S. MANNE, M.D.	Medicine
AURA E. SEVERINGHAUS, B.S.	Zoology
MARKS S. SHAINÉ, M.D.	Medicine
ROLAND P. SOULE, B.S.	Chemical Engineering
WILBUR W. STEARNS, M.D.	Medicine
ROBERT F. E. STIER, M.D.	Pathology
THOMAS H. SWAN, B.S. (Feb. 1, 1919)	Chemistry
VIVIAN TAPPAN, A.B.	Zoology (Barnard College)
HAROLD M. TERRILL,, A.M.	Mathematics
LEWI TONKS, A.B.	Physics
ALVA TURNER, B.S. (Jan. 1, 1919)	Physics
GEORGE H. WALDEN, JR., M.S.	Chemistry
MABEL WEIL, A.M. (Oct. 1, 1918)	Physics
CHARLES WEISMAN, Ph.D.	Biological Chemistry
CHARLES E. WIGTON, A.B.	Physics
PAUL G. WINDT	Physics
HARRY W. WIRKLICH, M.D.	Medicine

LEAVES OF ABSENCE

For the whole or part of the academic year 1918-1919
were granted to the following officers:

[Officers granted Sabbatical leave are indicated by †; those granted leave
of absence for national service are indicated by *]

FELIX ADLER, Ph.D.	Professor of Social and Political Ethics
EUGENE E. AGGER, Ph.D.	Associate Professor of Economics
BENJAMIN R. ANDREWS, Ph.D.	Assistant Professor of Household Arts (Teachers College)
*MORTON ARENDT, E.E.	Assistant Professor of Electrical En- gineering
*JAMES W. BABCOCK, M.D.	Instructor in Laryngology and Otology
*ELIJAH W. BAGSTER-COLLINS, A.M.	Associate Professor of German (Teachers College)
*FREDERIC H. BARTLETT, M.D.	Associate in Diseases of Children

*HAL T. BEANS, Ph.D.	Associate Professor of Chemistry
*DINO BIGONGIARI, A.B.	Assistant Professor of Italian
*FRANK W. BISHOP, M.D.	Instructor in Physiology and in Medicine
*RALPH H. BLANCHARD, Ph.D.	Instructor in Insurance
*MARSTON T. BOGERT, LL.D.	Professor of Organic Chemistry
WILLIAM A. BORING	Professor of Design
*DAVID BOVAIRD, JR., M.D.	Assistant Professor of Clinical Medicine
†WILLIAM T. BREWSTER, A.M.	Provost of Barnard College and Professor of English
*NATHAN E. BRILL, M.D.	Professor of Clinical Medicine
*CHARLES N. B. CAMAC, M.D.	Assistant Professor of Clinical Medicine
*WILLIAM CAMPBELL, Sc. D.	Professor of Metallurgy
*LOUIS CASAMAJOR, M.D.	Associate Professor of Neurology
*JOHN J. COSS, B.D., A.M.	Assistant Professor of Philosophy
*JOHN W. CUNLIFFE, D.Litt.	Professor of English and Associate Director of the School of Journalism
*WILLIAM DARRACH, M.D.	Professor of Clinical Surgery
*ARTHUR D. DEAN, B.S.	Professor of Education (Teachers College)
*EDWARD T. DEVINE, Ph. D., LL.D.	Professor of Social Economy
†JOHN DEWEY, LL.D.	Professor of Philosophy
†ARTHUR W. DOW	Professor of Fine Arts (Teachers College)
*CHARLES N. DOWD, M.D.	Professor of Clinical Surgery
*WILLIAM A. DOWNES, M.D.	Assistant Professor of Clinical Surgery
*ELLSWORTH ELIOT, JR., M.D.	Professor of Clinical Surgery
†JANE FALES, B.S.	Assistant Professor of Household Arts (Teachers College)
*DEAN S. FANSLER, Ph.D.	Assistant Professor of English
*JEFFERSON B. FLETCHER, A.M.	Professor of Comparative Literature
*ROBERT T. FRANK, M.D.	Associate in Cancer Research
*LEWIS F. FRISSELL, M.D.	Assistant Professor of Clinical Medicine
*ANNE W. GOODRICH	Assistant Professor of Nursing and Health (Teachers College)
AMADEUS W. GRABAU, S.D.	Professor of Palaeontology
CHARLES C. GROVE, Ph.D.	Assistant Professor of Mathematics
†ALFRED D. F. HAMLIN, L.H.D.	Professor of the History of Architecture
*CARLTON J. H. HAYES, Ph.D.	Professor of History
*ROYAL S. HAYNES, M.D.	Associate in Diseases of Children

- †GERTRUDE M. HIRST, Ph.D. Assistant Professor of Classical Philology
- *HARRY L. HOLLINGWORTH, Ph.D. Associate Professor of Psychology
- *ROGER HOWSON, A.M. Assistant Librarian
- *JOSEPH A. HYAMS, M.D. Instructor in Urology
- LOUIS IMBERT, A.M. Instructor in Spanish
- †A. V. WILLIAMS JACKSON, LL.D. Professor of Indo-Iranian Languages
- *DOUGLAS W. JOHNSON, Ph.D. Associate Professor of Physiography
- *TRUMAN L. KELLEY, Ph.D. Assistant Professor of Education (Teachers College)
- *JAMES KENDALL, Sc.D. Associate Professor of Chemistry
- *EDWARD T. KENNEDY Instructor in Physical Education
- *ALBERT R. LAMB, M.D. Associate in Medicine
- *CARL W. LARSON, Ph.D. Assistant Professor of Agriculture
- *SYLVESTER R. LEAHY, M.D. Instructor in Neurology
- *FREDERIC S. LEE, Ph.D. Dalton Professor of Physiology
- *WARFIELD T. LONGCOPE, M.D. Bard Professor of the Practice of Medicine
- *CHARLES E. LUCKE, Ph.D. Professor of Mechanical Engineering
- *HENRY H. M. LYLE, M.D. Professor of Clinical Surgery
- *STAFFORD MCLEAN, M.D. Assistant in Diseases of Children
- FRANK M. McMURRY, Ph.D. Professor of Elementary Education (Teachers College)
- *ARTHUR W. MACMAHON, A.M. Instructor in Politics
- *CLARENCE A. MANNING, Ph.D. Lecturer in Slavonic Languages
- *ALBERT A. MÉRAS, Ph.D. Assistant Professor of French (Teachers College)
- DICKINSON S. MILLER, Sc.D. Professor of Philosophy
- *JAMES A. MILLER, M.D. Professor of Clinical Medicine
- S. OSGOOD MILLER, C.E. Assistant Professor of Drawing
- *WESLEY C. MITCHELL, Ph.D. Professor of Economics
- *J. HAROLD MORECROFT, E.E. Associate Professor of Electrical Engineering
- *ALEXIS V. MOSHCOWITZ, M.D. Professor of Clinical Surgery
- *LINCOLN D. MOSS Assistant Professor of Mechanical Engineering
- *HENRI F. MULLER, Ph.D. Assistant Professor of French
- DAVID S. MUZZEY, Ph.D. Associate Professor of History

†IDA H. OGILVIE, Ph.D.	Associate Professor of Geology
*BERNARD S. OPPENHEIMER, M.D.	Assistant Professor of Clinical Medicine
*ALWIN M. PAPPENHEIMER, M. D.	Assistant Professor of Pathology
*THOMAS I. PARKINSON, LL.B.	Professor of Legislation
*HENRY L. PARR, Mech.E.	Assistant Professor of Mechanical Engineering
*CHARLES H. PECK, M.D.	Professor of Clinical Surgery
*EUGENE H. POOL, M.D.	Professor of Clinical Surgery
CHARLES L. POOR, Ph.D.	Professor of Celestial Mechanics
*JOSEPH F. RITT, Ph.D.	Instructor in Mathematics
*EDWARD M. SAIT, Ph.D.	Assistant Professor of Politics
*MARSHALL H. SAVILLE	Loubat Professor of American Archaeology
*HERBERT W. SCHNEIDER, Ph.D.	Instructor in Philosophy
FRANK C. SCHROEDER, E.E.	Assistant Professor of Mechanics
*ERNEST L. SCOTT, Ph.D.	Associate in Physiology
*HENRY R. SEAGER, Ph.D.	Professor of Political Economy
*T. LESLIE SHEAR, Ph.D.	Associate in Classical Philology
*HERBERT N. SHENTON, B.D., A.M.	Instructor in Sociology
*JAMES T. SHOTWELL, Ph.D.	Professor of History
*VLADIMIR G. SIMKHOVITCH, Ph. D.	Professor of Economic History
*CHARLES C. SLEFFEL	Assistant Professor of Mechanical Engineering
†ROMIETT STEVENS, Ph.D.	Assistant Professor of Secondary Education (Teachers College)
*EDGAR H. STURTEVANT, Ph.D.	Assistant Professor of Classical Philology
*RUPERT Taylor, Ph.D.	Instructor in English
*ARTHUR W. THOMAS, Ph.D.	Assistant Professor of Food Chemistry
†CALVIN THOMAS, LL.D.	Gebhard Professor of the Germanic Languages and Literatures
*CHARLES W. THOMAS, Mech.E.	Assistant Professor of Mechanical Engineering
*EDWARD D. THURSTON, JR., Mech.E.	Assistant Professor of Mechanical Engineering
*MARION R. TRABUE, A.M.	Assistant Professor of Education (Teachers College)

SAMUEL A. TUCKER, Ph.B.	Assistant Professor of Electro-Chemistry
†HERMANN T. VULTE, Ph.D.	Assistant Professor of Household Chemistry (Teachers College)
*JOHN B. WALKER, M.D.	Professor of Clinical Surgery
*HAROLD W. WEBB, Ph.D.	Assistant Professor of Physics
*JOSEPH S. WHEELWRIGHT, M.D.	Associate in Physiology
*HORATIO B. WILLIAMS, M.D.	Assistant Professor of Physiology
*ALBERT P. WILLS, Sc.D.	Professor of Mathematical Physics
*J. ENRIQUE ZANETTI, Ph.D.	Assistant Professor of Chemistry
*HANS ZINSSER, M.D.	Professor of Bacteriology

APPENDIX 5

STUDENT BOARD OF REPRESENTATIVES

REPORT OF THE CHAIRMAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

As the Chairman of the Student Board of Representatives I have the honor of submitting the following report.

During the fall of 1918, there was no need at Columbia University for such an organization as the Student Board of Representatives. Practically all campus activities were suspended and those which were continued were under the supervision of the officers of the S. A. T. C. The only time that it was necessary for the Board to act was in November, when the Freshman class was organized and officers elected. The class was composed of men who were too young to enter the S. A. T. C. and since regular Freshmen rules were not in keeping with the times, each man wore a distinctive button which helped materially in establishing class spirit.

During the Shuttle term the Board met several times and by the fifth of February all the members had returned to College except William Barrett Brown. Frederick R. Sanborn, who had been elected alternate, automatically took Mr. Brown's place on the Board. At the first regular meeting, Nelson N. Alexander was elected Secretary and Treasurer.

The 1919 Student Board was confronted with probably the most unique problem which any Board has had to face. For the first time, it was necessary to commence all under-graduate activities in the spring instead of in the fall. It was the Board's duty to have all athletic and non-athletic activities in such shape that when College opened in the fall of 1919, campus life would be on a pre-war basis. Acting under authority granted by the King's Crown Board of Governors, the Student Board appointed a reorganization committee for

each non-athletic activity. These committees were to formulate plans for commencing their activities, and if they were approved by King's Crown, were to organize the various boards and supervise the work of each organization as well as provide for the future officers in each activity.

Under the supervision of these reorganization committees, "Spectator" and "Jester" were published regularly, the Glee Club completed a most successful season, the Varsity Show proved to be a very good one and the debating team commenced its work. The committees were responsible to the King's Crown and no precedent was established in regard to the authority of the Student Board.

The question of reorganizing the Columbia "Monthly" was considered but the plans submitted to King's Crown were unsatisfactory, and it was decided to wait until next year before reestablishing a literary magazine. Undoubtedly there will be a need for such a paper next year and the conditions will be much more favorable.

Soon after the opening of the Spring Session the Freshman class voted to have a re-election because it was felt that the officers who had been elected in the fall were not representative of the whole class after the men from the S. A. T. C. had joined it. The Board supervised this election and also the regular February election of two men for the 1920 Board. Edward M. Healy and Samuel Weinstein were the successful candidates and met with the 1919 members throughout the rest of the year.

During the Spring the Board supervised the regular class activities such as the Flag Rush, Tug-of-War and class dinners. The junior class held their Prom in March and it was an unusual success in every way.

Although the Student Board had no active connection with the Athletic Association, every effort was made to stimulate interest in the teams both among the alumni and undergraduates. All men who had won their varsity insignia were urged to wear their varsity hats on the campus, and the fraternities were asked to hold their social functions after various games and thus attract the alumni to the games.

Certain recommendations made to the University committee on Athletics were acted upon favorably. The grandstand on South Field was moved south of the running track and it is hoped that this will make South Field a suitable place in which to hold the annual intercollegiate track meet at some future date. An effort was made to secure the services of Coach Rice for the crew, but it was unsuccessful as far as getting him for that season was concerned.

It was suggested to certain members of the Board that it would be an excellent thing for Columbia if something resembling the Cornell "Spring Day" or Pennsylvania "Straw Hat Day," were established. With this purpose in view, the Student Board decided to arrange a program of events to be held on May 10th, which would bring the alumni back for the day and entertain them on the campus. It was hoped that such an affair would afford a chance to establish a class relationship between the graduates and undergraduates, and also set a day when men from Preparatory schools might be the guests of the University and an opportunity given them to learn of the attractions Columbia offers.

Unfortunately, May 10th was a stormy day and only such events as could be held indoors were possible. The Cane Sprees were held in the gymnasium and were unusually well attended. Although the 1919 Student Board was unsuccessful in its first "Columbia Day," it is felt that the idea is such a good one that next year, and in the future, it will be so successfully worked out that it will be an event toward which all Columbia men will look as the biggest day of the year.

The Board was heartily in favor of the plan to set aside one day each week for class meetings and University assemblies. A program was submitted to Dean Hawkes with suggestions as to what meetings ought to be held each week during the fall term, and undoubtedly there will be a full attendance at all class meetings and University gatherings.

One thing which the Board wishes to see in effect, is the proposed Student Residence Rule. Conditions were such that such a campaign as the 1918 Board conducted in behalf of the Student's Activity fee was an impossibility, but every man on

the Board earnestly believes that such a measure will do more than any other to improve the undergraduate life at Columbia.

Some mistakes were made by the Board, and it is hoped that the 1920 Board will profit by them. The new Board will have many new problems to solve, but with the return of many men from the Service, all eager to do everything in their power to keep up the traditions and standards of Columbia, the task will be a pleasant one and the prospects very bright for the most successful of all of Columbia's successful years.

Respectfully submitted

WALTER S. ROBINSON

Chairman Student Board of Representatives

APPENDIX 6

REPORT OF THE ADMINISTRATIVE BOARD OF THE STUDENTS' ARMY TRAINING CORPS

To the President of the University,

SIR:

The Administrative Board of the Students' Army Training Corps begs to submit the following report of its activities from the date of its appointment, September 6, 1918.

The Committee on Education and Special Training of the War Department sent out under date of August 28, 1918 the following statement setting forth the general plan of operation for the S. A. T. C.

The man-power bill pending in Congress definitely binds the country to the policy of consecrating its entire energy to the winning of the war as quickly as possible. It fixes the age limits from 18-45 both inclusive. It places the nation upon a war basis. The new military program, as outlined by the Secretary of War, calls for the increase of the Army by more than two million men by July 1, 1919. This will probably necessitate the mobilization of all physically fit registrants under 21, within ten months from this date. With respect to students, since they are not to be made in any sense a deferred or favored class, this means that they will practically all be assigned to active service in the field by June, 1919. The only exceptions will be certain students engaged in technical studies of military value, *e.g.*, medicine, engineering and chemistry. Under these conditions it is obvious that schools and colleges for young men within the age limits of the new law, cannot continue to operate as under peace conditions. Fundamental changes must be made in college and school practices in order to adapt them to effective service in this emergency.

The following statements outline the general plan under which the Students' Army Training Corps will operate under the changed conditions produced by the revision of the Selective Service Law:

1. All young men who are planning to go to school this fall, should carry out their plans and do so. Each should go to the college of his choice, matriculate, and enter as a regular student. He will, of course, also register with his local board on the registration day set by the President. As soon as possible after registration day, probably on or about October first,

opportunity will be given for all the regularly enrolled students to be inducted into the Students' Army Training Corps at the schools where they are in attendance. Thus the Corps will be organized by the voluntary induction under the Selective Service Act, instead of by enlistment as previously contemplated.

The student by voluntary induction, becomes a soldier of the United States Army, uniformed, subject to military discipline and with the pay of a private. They will simultaneously be placed on full active duty and contracts will be made as soon as possible with the colleges for the housing, subsistence and instruction of the student-soldiers.

2. Officers, uniforms, rifles and such other equipment as may be available will be furnished by the War Department, as previously announced.

3. The student-soldiers will be given military instruction under officers of the Army and will be kept under observation and test to determine their qualification as officer-candidates, and technical experts such as engineers, chemists and doctors. After a certain period, the men will be selected according to their performance and assigned to military duty in one of the following ways:

(a) He may be transferred to a central officers' training camp.

(b) He may be transferred to a non-commissioned officers' training school.

(c) He may be assigned to the school where he is enrolled for further intensive work in a specified line for a limited specified time.

(d) He may be assigned to the vocational training section of the corps for technician training of military value.

(e) He may be transferred to a cantonment for duty with troops as a private.

4. Similar sorting and reassignment of the men will be made at periodical intervals, as the requirements of the service demand. It cannot be now definitely stated how long a particular student will remain at college. This will depend on the requirements of the mobilization and the age group to which he belongs. In order to keep the unit at adequate strength, men will be admitted from secondary schools or transferred from Depot Brigades as the need may require.

Students will ordinarily not be permitted to remain on duty in the college units after the majority of their fellow citizens of like age have been called to military service at camp. Exception to this rule will be made, as the needs of the service require it, in the case of technical and scientific students, who will be assigned for longer periods for intensive study in specialized fields.

5. No units of the Students' Army Training Corps will, for the present, be established at secondary schools, but it is hoped to provide at an early date for the extension of military instruction in such schools. The secondary schools are urged to intensify their instruction so that young men 17 and 18 years old may be qualified to enter college as promptly as possible.

6. There will be both a collegiate section and vocational section of the Students' Army Training Corps. Young men of draft age of grammar school education will be given opportunity to enter the vocational section of the Corps. At present about 27, 500 men are called for this section each month. Application for voluntary induction into the vocational section should be made to the local board and an effort will be made to accommodate as many as possible of those who volunteer for this training.

Men in the vocational section will be rated and tested by the standard Army methods and those who are found to possess the requisite qualifications may be assigned for further training in the collegiate section.

7. In view if the comparatively short time during which most of the student-soldiers will remain in college and the active military duties awaiting them, academic instruction must necessarily be modified along lines of direct military value. The War Department will prescribe or suggest such modifications. The schedule of purely military instruction will not preclude effective academic work. It will vary to some extent in accordance with the type of academic instruction, *e. g.*, it will be less in a medical school than in a college of liberal arts.

8. The primary purpose of the Students' Army Training Corps is to utilize the executive and teaching personnel and the physical equipment of the colleges to assist in the training of our new armies. This imposes great responsibilities on the colleges and at the same time creates an exceptional opportunity for service. The colleges are asked to devote the whole energy and educational power of the institution to the phases and lines of training desired by the Government. The problem is a new one and calls for inventiveness and adaptability as well as that spirit of cooperation which the colleges have already so abundantly shown.

9. The plan contemplates the making of contracts with all institutions having units of the Students' Army Training Corps for the housing, subsistence and instruction of the student-soldiers to take effect on or about October 1, 1918. A separate statement of this date sets forth the procedure and principles governing these contracts.

COMMITTEE ON EDUCATION AND SPECIAL TRAINING

BY ROBERT I. REES

Colonel, General Staff Corps, Chairman

By the action of the War Department outlined in the foregoing statement, the S. A. T. C. replaced the R. O. T. C., and the title of Col. John P. Finley, who had been detailed to Columbia as Professor of Military Science and Tactics for the R. O. T. C. was changed to that of Commandant of the S. A. T. C., U. S. Army. Col. Finley was transferred to Manhattan College on October 11 and Major Herbert C. Earnshaw assumed command.

TABLE I

STUDENTS CLASSIFIED ACCORDING TO UNIT BELONGED TO AND TO CENTER
OF REGISTRATION

1.	Morningside Heights	
	a. Army	1657
	b. Navy	328
2.	College of Pharmacy	
	a. Army	144
3.	College of Physicians and Surgeons	
	a. Army	57
	b. Navy	18
	<i>Total</i>	<u>2204</u>

In addition to above there were 240 students who were released
before the demobilization of the unit

2444

Instead of having a naval section of the S. A. T. C., a Naval Unit with a quota of 300 men was established at Columbia to provide training for college men looking forward to service in the Navy. Rear-Admiral Edward David Taussig was ordered here as Commandant of the U. S. Naval Unit.

The Administrative Board consisting of Deans Hawkes (Chairman), Woodbridge, and Pegram, Messrs. Lawrence and Henry, Treasurer Goetze, Secretary Fackenthal and the Commandants of the S. A. T. C. and the Naval Unit met daily from the time of its appointment on September 6, 1918, in an endeavor so to arrange the details involved in the Government's plan that the University might begin promptly and smoothly on September 25, not only with the S. A. T. C. program but with all of the regular work as well.

Acting on the President's instructions that the University in all its parts should be made subservient to the needs of the Government, the Board undertook to plan the S. A. T. C. course of study first, expecting later to remake the regular programs of study. The Board is glad to report, however, that the exacting demands of the S. A. T. C. program did not seriously affect the work nor compel any change in the academic calendar of the other departments of the University.

The Committee on Education and Special Training of the War Department prescribed a list of subjects out of which to construct the course of study. This list, together with the advice of academic and military officers, led the Administrative Board to adopt the following programs, to be given as

TABLE II

STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

UNITED STATES	
North Atlantic Division	
Connecticut	52
Maine	3
Massachusetts	16
New Hampshire	2
New Jersey	359
New York	1637
Pennsylvania	32
Rhode Island	4
Vermont	2
<i>Total</i>	<u>2107</u>
South Atlantic Division	
Delaware	1
District of Columbia	3
Florida	4
Georgia	7
Maryland	4
North Carolina	3
Virginia	5
West Virginia	1
<i>Total</i>	<u>28</u>
South Central Division	
Alabama	3
Arkansas	1
Kentucky	2
Louisiana	2
Mississippi	2
Tennessee	1
Texas	3
<i>Total</i>	<u>14</u>
North Central Division	
Illinois	6
Indiana	2
Iowa	1
Kansas	2
Michigan	1
Minnesota	3
Missouri	2
Ohio	10
Wisconsin	4
<i>Total</i>	<u>31</u>
Western Division	
Arizona	2
California	2
Colorado	6
Idaho	1
Nevada	1
Oregon	5
Utah	1
Washington	1
<i>Total</i>	<u>19</u>
Insular & Non-contiguous Territories	
Porto Rico	2
<i>Total (United States)</i>	<u>2201</u>
New York City	1357
Foreign Countries	
Armenia	1
Bermuda	1
Canada	1
<i>Total Foreign Countries</i>	<u>3</u>
<i>Grand Total</i>	<u>2204</u>

TABLE III

NUMBER OF S. A. T. C. AND NAVAL UNIT STUDENTS WHO REGISTERED IN ANY FACULTY OF THE UNIVERSITY AFTER THE DEMOBILIZATION OF THE UNITS

To:		
College	675	
Law	29	
Mines, Engineering and Chemistry	50	
Architecture	4	
Physicians and Surgeons	75	
College of Pharmacy	26	
School of Journalism	6	
School of Business	16	
Graduate Faculties	7	
(Pol. Sci. Philosophy and Pure Sci.)		
Teachers' College	2	
Extension Teaching	52	
<i>Total</i>	<u>942</u>	

TABLE IV

NUMBER OF STUDENTS TRANSFERRED TO OFFICERS TRAINING CAMPS

To Camp Lee	42
To Camp Taylor	2
To Camp Hancock	3
To Fort Monroe	14
<i>Total</i>	<u>61</u>

required by the War Department in terms of three months each from October 1 to June 30. Several of the courses in this schedule were new to the academic field and required laborious preparation for their giving. This was especially true of the course on Issues of the War and the course on Topography and Map-Making, which included minor tactics.

The public announcement of the establishment of an S. A. T. C. at Columbia brought such a large number of applicant that the Board was under the necessity of making a survey of teaching and classroom resources in order to determine how many could be admitted to the Corps. The survey established the fact that a corps of 3,000, exclusive of the Medical School and the College of Pharmacy, could be instructed at Morning-side Heights and still permit the regular work of the University to go on. This number was therefore established by the Administrative Board as a maximum registration for the Corps, with 2,500 as a more desirable unit. The Board decided, however, that its high standards of admission should not be relaxed in order to attain either figure.

TABLE V AND TABLE XVIII (IN REGULAR REPORT)

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

Anatomy	200	Military Law	435
Anthropology	1	Mineralogy	2
Architecture	1	Mining	7
Astronomy	136	Municipal and Private Law	62
Bacteriology	29	Music	1
Biological Chemistry	26	Neurology	34
Botany	144	Obstetrics	34
Business (including Accounting)	210	Ophthalmology	6
Camouflage	30	Orthopedic Surgery	6
Chemical Engineering	45	Pathology	28
Chemistry	549	Pharmacology	28
Civil Engineering	36	Pharmacy	144
Dermatology	6	Philosophy	6
Diseases of Children	6	Physics	452
Drafting	70	Physiology	198
Drawing	35	Politics and Government	133
Economics	180	Practice of Medicine	6
Education	7	Psychology	25
Electrical Engineering	47	Public Law	86
English and Comp. Lit.	434	Roman Law & Jurisprudence	4
Geography	171	Romance Languages	
Geology	4	French	485
Germanic Languages	122	Spanish	1
Gynecology	6	Russian	3
History & Political Philosophy	205	Social Economy	1
Hygiene & Preventive Med.	593	Sociology	1
Journalism	8	Surgery	£4
Laryngology	6	Urology	6
Mathematics	771	War Issues	1944
Mechanical Engineering	56	War Topography	635
Mechanics	64	Zoology	96
Metallurgy	18		

In addition to the dormitories, Hartley and Livingston Halls, barracks for the S. A. T. C. and Naval Unit were established at the Home for the Blind, Amsterdam Avenue and 103rd Street, at the Speyer School, at 418 West 124th Street, and for part of the time in Kent Hall, Schermerhorn Hall, Earl Hall, and the Gymnasium. The Company at the School of Pharmacy was housed at 237-243 West Seventy-sixth Street.

The War Department required that candidates for admission to the S. A. T. C. should be from 18 to 45 years of age and must have had a four-year course in high school or its equivalent, including 13 college entrance units, and must be physically qualified for Class 1 in the draft. To these requirements the Administrative Board added a test of personal qualifications and also presented the Thorndike Test for mental alertness.

In order to prevent a useless transfer of students from one institution to another, the President at the request of the

Board entered into an agreement with other colleges in the Metropolitan district in regard to the non-acceptance of such transfers.

For the convenience of the S. A. T. C. and the Naval Unit, as an aid to military discipline and control, and as a means of supplying the funds necessary for satisfactorily conducting the units, the Board authorized the establishment of a Post Exchange on the University grounds where the many articles necessary to a soldier's existence might be purchased.

The Hostess House undertaken by Mrs. Butler and Dean Gildersleeve, at the request of the Board, was in successful operation in Earl Hall up to the time of demobilization, under the name of the Phil Kearney Club.

The offer of the War Work Council of the Y. M. C. A. to establish a branch of their work on the campus was accepted.

The S. A. T. C. at the Medical School remained uncertain throughout and was in reality never operative there.

The recreational activities of the Corps were organized under the supervision of the military authorities in such a way as to use to the full the University's facilities for recreation. By cooperation of the Athletic Association and the military authorities a corps football team was organized and played very successfully through the entire schedule which had been arranged for the Varsity team.

The Board gave serious thought to the question raised by the epidemic of influenza, but finally decided, on the advice of a competent medical advisory board, to proceed with the S. A. T. C. induction on October 1 as originally planned. The Board is very glad to be able to report so extraordinarily good a health record. The measures adopted by the post surgeon met the influenza epidemic very successfully keeping the death rate at the remarkable figure of 0.8 per cent. per thousand men.

The War Department ordered the celebration of Observance Day at twelve o'clock on October 1, to inaugurate the induction in the S. A. T. C. Appropriate exercises were arranged and held in South Court. The candidates for the S. A. T. C. were assembled by companies in 116th Street, together with the Students of the Army Photographic and Radio School and

the Naval Gas Engine School. The naval band from the Pelham Training Camp played the Star Spangled Banner as the colors were raised. Col. Finley then read the oath of allegiance to the flag, a message from the President of the United States, a message from the Acting Secretary of War, and a message from the Chief of Staff. In the absence of the President, Dean Woodbridge made an address. An inspiring address by the Hon. Elihu Root, LL.D. 1904, former Secretary of War, closed the exercises. The soldiers and sailors and members of the S. A. T. C. then passed in review.

The War Department planned to begin its responsibility for the cost of instruction, housing and subsistence with the date of induction. As there was some doubt as to just when induction would take place, the President and the Treasurer authorized the collection of a deposit of \$25 from each S. A. T. C. candidate to cover the period between the opening of the academic year and the date of induction.

Almost from the very beginning of the S. A. T. C., the commanding officer was called upon by the War Department to send men to Central Officers' training camps at Fort Monroe, Camp Hancock, Camp Lee and Camp Zachary Taylor, and many men were so transferred. Full plans were made to admit new men on November 1, to fill the quota reduced by the transferring of men to Officers' Training Camps, but the plans were never put into execution because of the cessation of hostilities.

Orders were received on November 26 to commence demobilization during the week of December 1 with a view to completing it by December 21. Demobilization was begun on December 4 and completed on December 15, 1918.

The Board takes particular pleasure in testifying to the work of Major Earnshaw and Admiral Taussig, the commandants respectively of the S. A. T. C. and the Naval Unit. Placed without warning or preparation in positions of great responsibility, they showed rare discrimination and tact. They worked with a spirit of happy cooperation with the administrative officers and teachers of the University. They showed good judgment in the interpretation and enforcement of the orders issued by the War Department and Navy De-

partment. Their relations with the student body demonstrated a nice realization that the Campus was not a training camp alone, but an educational institution for the purpose of developing, both mentally and physically, officer material. They maintained rigid discipline without doing violence to college tradition, and all members of the University as well as the men under them hold them in high regard as officers and gentlemen.

Respectfully submitted

HERBERT E. HAWKES
Chairman

June 30, 1919

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University,

SIR:

I have the honor to present herewith the report of the Registrar for the academic year 1918-1919:

The outstanding events of the year were the establishment of the University on a war footing through the organizing of the Students' Army Training Corps and the Naval Unit, and later, after the signing of the armistice, demobilization and the readjustment to a normal, work-a-day basis. The story of how we were transformed into an army post almost over night, of the means that were taken to provide quarters and mess, to arrange suitable programs of study, to adjust academic organization and machinery to the demands of the War and Navy Departments, has been so well told in other reports that it need not be repeated here. However, as one through whose office all the threads of the fabric were sooner or later drawn, I can not forbear commenting upon the way in which the entire staff of the University, officers and employees alike, gave themselves over to the tasks in hand. Personal considerations were entirely put aside. The preferences and prejudices of years for certain methods were disregarded. Hours of labor meant nothing. Everyone was working for a common cause and gave all he had in him to that cause. The comparative ease with which the various adjustments and readjustments were made is evidence of the effectiveness and mobility of our University organization.

Adjustment to
War Basis

The changes during the year are brought out by the statistics of registration by sessions as set forth in Table Ia, following. The Summer Session of 1918 in its personnel and numbers was practically a repetition of the preceding Summer Session, with a slight falling off in the total number of students, chiefly

among the matriculants. As compared with the Winter Session of 1917-1918, we find the students in Columbia College reduced from 1,185 to 483; the students of the Law School from 224 to 90; of the College of Physicians and Surgeons from 554 to 485; of the Graduate Faculties from 921 to 561.

There were corresponding percentage losses in the smaller schools. Barnard College had a slight increase. Teachers College a decrease, and Extension Teaching an increase of 700. Many of the students of Columbia College and scattering members from the other schools went into the Students' Army Training Corps, while, of course, large numbers went directly into the service. If to the 9,140 students in the regular groups of the University be added the members of the Students' Army Training Corps and the Naval Unit, we find a total of 11,344 individuals registered in the Winter Session. This total is more than the total in the Winter Session of 1917-1918, which was 10,145. The return to normal is shown by the figures of the Spring Session. There, with the service units gone, we have a total of 11,049 as compared with 11,576 in the Spring Session of 1917-1918. Particular attention should be called to the large increase in Columbia College, to the very satisfactory figures for the Law School, and to the marked growth in the School of Business. It is very clear that students lost as little time as possible in getting back to their studies.

In order that the valuable comparisons between the enrolment figures of various years may not be made impossible, it has seemed best to show the figures for the Students' Army Training Corps as a separate item at the end of Tables I, Ia and II rather than to include them among the regular schools of the University. Accordingly, the comparative totals will be given first without the Students' Army Training Corps and then with them.

The total enrolment for 1918-1919, excluding students in Extension Teaching and all duplicates, was 11,909, a net loss of 433 from 1917-1918. In the Summer Session of 1918 the loss was 122. If to the grand net total of 11,909 given in Table I be added, with proper allowance for duplicates, those who took

work at the University in Extension Teaching classes, the total number of persons in classes at the University will be found to be 16,502. The corresponding total last year was 16,783; in 1916-1917, 19,462. Now let us add the Students' Army Training Corps and the Naval Unit, counting only those who did not return to the University after demobilization, and we have a total of 17,764 persons who attended regular classes at the University. In addition to these, there were 627 students enrolled in the extramural courses of Extension Teaching. Adding these, we have a grand net total of 18,391 persons who received instruction from the University from July 1, 1918 to June 30, 1919. This does not include 1,303 registrations in brief special classes which bestow no general University privileges and carry no academic credit. The actual number of registration units, duplicates not having been deducted, was 23,419. Making proper allowance for non-matriculated students and for duplicate matriculated students in the Summer Session, the actual number of candidates for degrees and diplomas of Columbia University was 6,464.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1918-1919

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total, 1918-19
Columbia College ¹	525	381	211	206	163		1,486
Barnard College	234	161	167	102	51		715
<i>Total undergraduates</i>	759	542	378	308	214		2,201
Faculty of Political Science						774	
Faculty of Philosophy							
Faculty of Pure Science							
<i>Total non-professional graduate students ²</i>							774
Faculty of Applied Science	32	39	2		19		92
Faculty of Law ³	61	62	79		24	7	233
Faculty of Medicine ³	75	134	125	138	13		485
School of Journalism	43	19			3		65
Faculty of Pharmacy	155	166	7		15		343
Teachers College ⁴ { School of Education					504	569	1,073
{ School of Practical Arts	130	132	262	251	384	131	1,290
School of Architecture			39		1	1	41
School of Business			82		36	8	126
<i>Total professional students</i>							3,748
Unclassified University students					115		115
Deduct double registration ⁵							35
<i>Net total</i>							6,803
Summer Session 1918							6,022
<i>Grand total</i>							12,825
Deduct double registration ⁶							916
<i>Grand net total</i>							11,909
Extension Teaching							
Regular classes (net) ⁷							5,220
Special classes (see B page)							1,303
Students' Army Training Corps and Naval Unit ⁸							2,204

¹ The registration by years in Columbia College is according to the technical classification, deficient students being required to register with a class lower than that to which they would normally belong.

² The total 774 does not include 8 college graduates in Law who are also candidates for the degree of A.M. or Ph.D. and 6 graduates in Law who are candidates for the degree of LL.M. It likewise does not include 479 candidates for higher degrees enrolled in the Summer Session only.

³ Exclusive of College students who registered also under the professional faculties (in the exercise of a professional option), as follows: 28 Seniors in the School of Law; 16 Juniors and 37 Seniors in the School of Medicine.

⁴ Does not include 510 candidates for a higher degree enrolled in the Summer Session only.

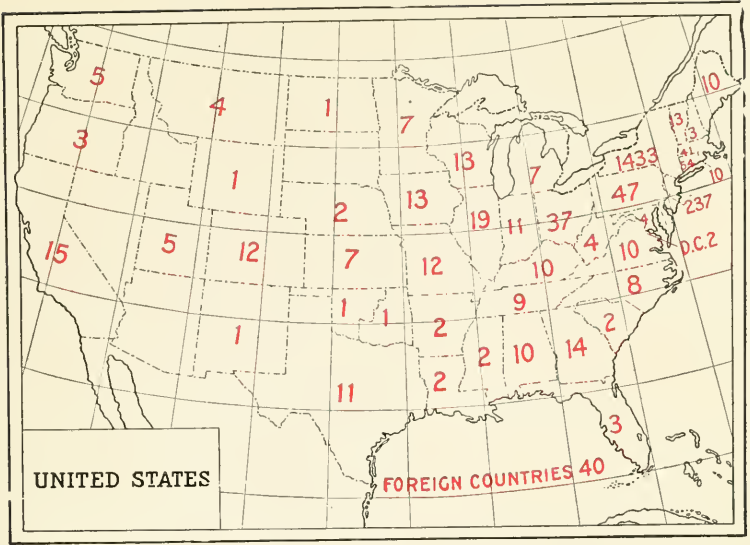
⁵ Represents students who, during the course of the year, transferred from one school or college to another.

⁶ Summer Session students who returned for work at the University.

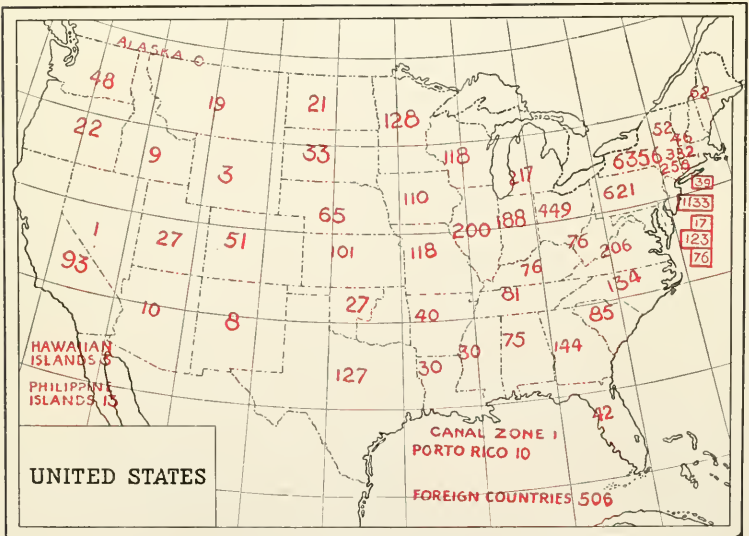
⁷ Attendance at the University (excluding 1,572 matriculated students and 260 students also registered in the Summer Session) 4,593; attending away from the University, 627.

⁸ In addition to the above there were 240 who were released before the demobilization of the unit.

1897-1898



1918-1919



GEOGRAPHICAL DISTRIBUTION OF STUDENTS
 (1918-1919 is inclusive of 1918 Summer Session, but not of
 Extension Teaching)

COLUMBIA UNIVERSITY
 Total Enrollment including Summer Session
 1866-1919

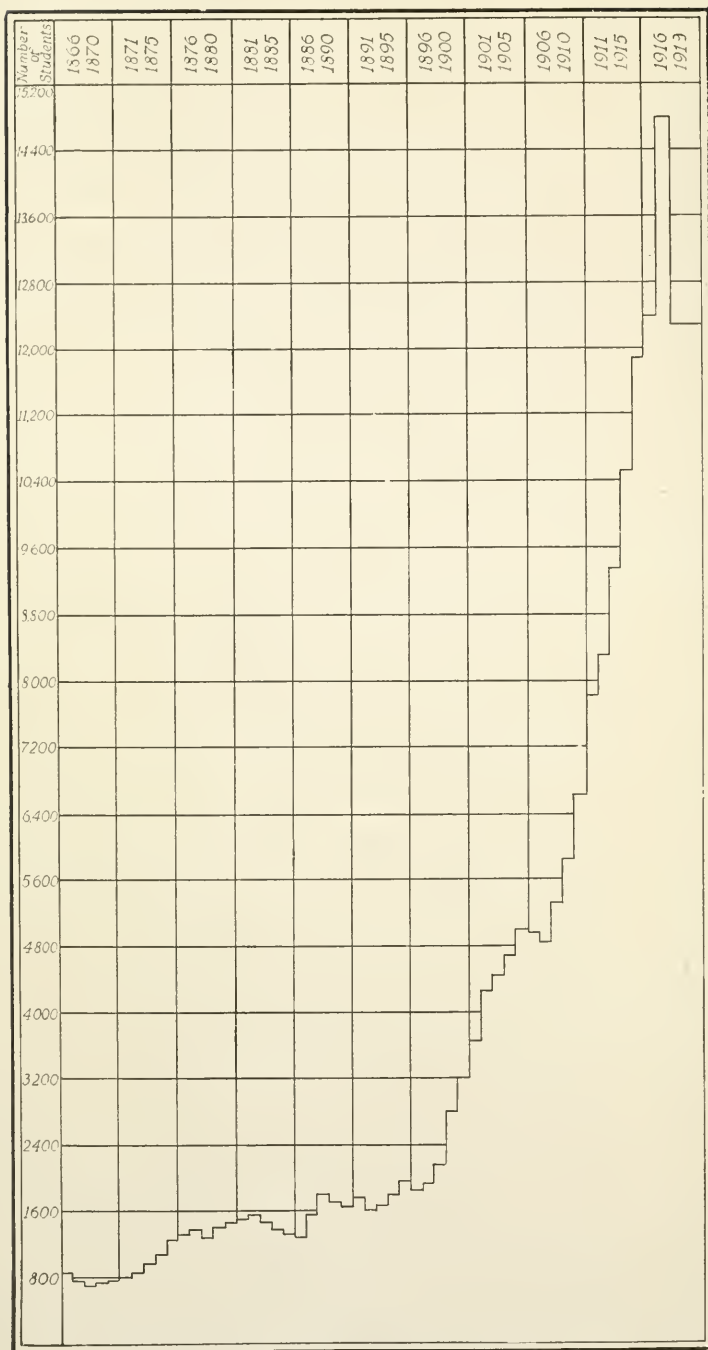


TABLE Ia

STATISTICS OF REGISTRATION BY SESSIONS 1918-1919

	1918 Summer Session	Winter Session	Spring Session	Gross Totals
Columbia College	257	483	1,452	2,192
School of Law	19	90	223	332
College of Physicians and Surgeons	32	485	485	1,002
Schools of Mines, Engineering and Chemistry	14	69	88	171
Graduate Faculties	622	561	639	1,822
School of Architecture	6	18	39	63
School of Business	8	54	113	175
School of Journalism	8	43	57	108
Barnard College	73	667	673	1,413
Teachers College { School of Education		891	999	1,890
Teachers College { School of Practical Arts	1,469			1,469
College of Pharmacy		987	942	1,929
Extension Teaching		356	356	712
Unclassified University Students	3,514	4,356	4,900	9,256
		80	83	3,677
<i>Gross Totals</i>	<i>6,022</i>	<i>9,140</i>	<i>11,049</i>	<i>26,211</i>
Duplicate registrations				9,082
<i>Net Total for the year</i>				<i>17,129</i>
Student Army Training Corps and Naval Unit		2,204		2,204

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1908-1909 TO 1918-1919

FACULTIES	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919
Columbia College	667	692	802	820	877	941	1116	1256	1453	1315	1486
Barnard College	498	535	547	640	618	666	730	694	734	697	715
<i>Total undergraduates</i>	1165	1227	1349	1460	1495	1607	1846	1950	2187	2012	2201
Faculties of Political Science, Philosophy, Pure Science ¹	1015	1138	1367	1433	1570	1727	2074	1516	1358	1052	774
<i>Total non-professional graduate students¹</i>	1015	1138	1367	1433	1570	1727	2074	1516	1358	1052	774
Faculty of Applied Science	697	686	724	671	669	675	481	375	276	81	92
Faculty of Law	339	324	376	417	478	467	453	485	474	219	233
Faculty of Medicine	330	346	329	351	344	344	374	376	451	554	485
Journalism				76	76	115	143	144	155	76	65
Faculty of Pharmacy	267	313	275	287	414	448	495	510	428	524	343
Teachers College											
Education ²	992	1123	1571	1623	1422	1475	950	1157	1277	1078	1073
Practical Arts					262	335	1057	1065	1167	1307	1290
Fine Arts { Architecture	130	142	158	135	141	151	112	95	90	39	41
{ Music ³	28	23	24	20	16	19					
School of Business									61	77	126
<i>Total professional students</i>	2774	2957	3457	3504	3822	4020	4065	4207	4370	3955	3748
Unclassified University Students								161	206	107	115
Deduct double registration ⁴	204	205	280	324	362	420	651	160	36	38	35
<i>Net total</i>	1750	3117	5893	6073	6525	6934	7334	7074	8094	7088	6803
Summer Session	1532	1971	2632	2973	3602	4539	5590	5061	8023	6144	6022
<i>Grand net total⁵</i>	5587	6602	7858	8363	9379	10460	11870	12482	14890	12342	11909
Students in Extension Teaching	3013	2583	1008	1280	1828	2813	3305	4252	5368	5262	5220
Student Army Training Corps and Naval Unit											2204

¹ In 1915-1916 candidates for the degree of Master of Arts whose subject of major interest was Education (654) were, for the first time, included only under the Faculty of Education. In 1916-1917 all students engaged in graduate study with Education as their subject of major interest were counted under the Faculty of Education only.

² Including, prior to 1912-1913, those here classified under the School of Practical Arts.

³ In 1914 the School of Music was discontinued.

⁴ Students in Teachers College enrolled in the non-professional graduate faculties as candidates for the higher degrees and students who graduated from Columbia College in February and entered a graduate or professional faculty at that time.

⁵ Excluding Summer Session students who returned for work in the succeeding fall. The Summer Session falls at the beginning of the year, as here reported. The first session was in the Summer of 1900, the last included here is that of 1918. A detailed report of the Summer Session of 1919 is appended.

TABLE III

PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1909-1910 TO 1918-1919, BY YEARS, BY FIVE-YEAR PERIODS AND FOR THE TEN YEARS)

The minus sign indicates a decrease. Elsewhere an increase is to be understood.

FACULTIES	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919	1908-1909	1913-1914	1916-1917	1919-1920	1920-1921
Columbia College	3.74	15.90	2.24	6.95	7.29	18.50	12.54	15.68	-9.41	13.00	41.08	57.91	13.00	-0.96	30.5
Barnard College	7.43	2.24	17.00	-3.44	7.76	9.60	-4.93	6.34	-5.04	2.58	25.22	7.36	0.30	5.13	138.20
Total undergraduates	5.32	9.04	8.23	2.40	7.40	14.87	5.63	12.15	-3.00	9.30	37.94	36.96	9.30	-72.84	108.46
Political Science	12.11	20.12	4.83	9.56	10.00	20.09	-119.14	-110.42	-22.53	-26.42	70.15	-55.18	-26.42	-0.96	138.20
Philosophy	12.11	20.12	4.83	9.56	10.00	20.09	-119.14	-110.42	-22.53	-26.42	70.15	-55.18	-26.42	-0.96	138.20
Pure Science	12.11	20.12	4.83	9.56	10.00	20.09	-119.14	-110.42	-22.53	-26.42	70.15	-55.18	-26.42	-0.96	138.20
Non-professional graduate students	12.11	20.12	4.83	9.56	10.00	20.09	-119.14	-110.42	-22.53	-26.42	70.15	-55.18	-26.42	-0.96	138.20
Applied Science	-1.88	5.54	-7.29	-0.29	0.89	-28.74	-2.03	-26.40	70.65	13.58	-3.16	86.37	13.58	-0.96	138.20
Law	-1.82	16.05	10.90	14.62	-2.30	-2.99	7.06	-2.27	-53.79	0.30	41.52	50.11	0.30	5.13	138.20
Medicine	4.85	-4.91	6.68	-2.20	51.45	24.34	0.61	19.04	22.84	-12.45	4.24	32.26	-12.45	5.13	138.20
Journalism	17.23	-12.14	4.36	44.25	8.21	10.40	3.03	-16.08	22.43	-34.52	67.79	43.48	-34.52	5.13	138.20
Pharmacy	13.21	39.89	3.31	3.76	7.48	10.88	16.81	9.90	-2.41	-0.96	82.46	30.5	-0.96	5.13	138.20
Education	9.23	11.27	-14.56	4.44	7.99	-25.82	-17.85	-5.26	-50.06	5.13	16.15	16.15	5.13	5.13	138.20
Practical Arts	-1.78	4.35	-16.67	-20.00	18.75										108.46
Fine Arts	6.59	16.91	1.36	8.93	5.41	0.89	3.41	New	26.23	63.63	35.71	35.71	63.63	63.63	108.46
Business	7.75	15.17	3.05	7.44	6.26	5.76	4.59	4.08	-9.08	-5.23	45.24	45.24	-5.23	-6.67	35.71
Total professional students	28.46	33.54	12.96	21.12	26.01	23.15	6.63	5.48	-12.43	-4.02	196.28	196.28	-4.02	-1.88	43.22
Net total	20.35	19.02	6.43	12.16	11.52	13.53	5.07	17.08	-17.16	-3.51	77.67	77.67	-3.51	102.29	102.29
Summer Session	-14.27	10.18	10.65	42.81	19.99	18.86	28.65	26.24	-1.97	-0.79	-6.64	-6.64	-0.79	85.58	73.24
Grand net total	-14.27	10.18	10.65	42.81	19.99	18.86	28.65	26.24	-1.97	-0.79	-6.64	-6.64	-0.79	85.58	73.24
Students in Extension courses	-14.27	10.18	10.65	42.81	19.99	18.86	28.65	26.24	-1.97	-0.79	-6.64	-6.64	-0.79	85.58	73.24

In 1915-1916 candidates for the degree of Master of Arts, whose subject of major interest was Education (954) were, for the first time, counted only under the Faculty of Education; in 1916-1917 all students engaged in graduate study with Education as their subject of major interest were counted under the Faculty of Education only.

The proportion of men and women for the past ten years, exclusive of the Summer Session and Extension Teaching, is as follows:

	1909- 1910	1910- 1911	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	1918- 1919
Men	3,297	3,662	3,763	4,072	4,277	4,466	4,524	4,682	3,797	3,523
Women	1,820	2,231	2,310	2,453	2,657	2,868	3,150	3,412	3,291	3,280
Totals	5,117	5,893	6,073	6,525	6,934	7,334	7,674	8,094	7,088	6,803

TABLE IV

DUPLICATE REGISTRATIONS BETWEEN THE SUMMER SESSION OF 1918 AND
THE ACADEMIC YEAR 1918-1919

*A. Students of the Summer Session Who Returned in the Winter or Spring Session
of 1918-1919*

SCHOOL OR FACULTY TO WHICH THEY RETURNED	Men	Women	Total
Architecture	6		6
Barnard College		71	71
School of Business	9	4	13
Columbia College	268		268
Graduate Faculties (Political Science Philosophy and Pure Science)	73	70	143
Journalism	5	1	6
Law	11		11
School of Medicine (College of Physicians and Surgeons)	37	3	40
Schools of Mines, Engineering and Chemistry (Faculty of Applied Science)	8		8
Teachers College—Education and School of Practical Arts:			
Undergraduate	16	215	231
Graduate	36	82	118
College of Pharmacy	1		1
Extension Teaching	98	162	260
<i>Totals</i>	<i>568</i>	<i>608</i>	<i>1,176</i>

*B. Matriculated Graduate Students of the Summer Session of 1918 Who Did or Did Not Return
in the Spring or Winter Session of 1918-1919*

FACULTIES	Returned	Did Not Return	Total
Political Science, Philosophy and Pure Science	143 ¹	479	622
Education and Practical Arts	118 ²	510	628
<i>Totals</i>	<i>261</i>	<i>989</i>	<i>1,250</i>

¹ Of this number 29 men and 15 women were not graduate students in the Summer Session.

² Of this number 4 men and 14 women were not graduate students in the Summer Session.

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOLS OF MINES,
ENGINEERING AND CHEMISTRY

DEPARTMENTS	First Year	Second Year	Third Year	Non-Candidates	Post-Graduate	Total 1918-1919	Total 1917-1918	Total 1916-1917
Chemical Engineering	17	18	1	5		41	30	63
Chemistry							2	9
Civil Engineering	2	6		1		9	10	49 ¹
Electrical Engineering	4	3		1		8	8	47
Highway Engineering								6
Mechanical Engineering	4	4		1		9	9	52
Metallurgy	1	2		9		12	5	19
Mining Engineering	4	6	1	2		13	17	39
<i>Total</i>	<i>32</i>	<i>39</i>	<i>2</i>	<i>19</i>		<i>92</i>	<i>81</i>	<i>284²</i>

¹ Including 6 students taking option in Sanitary Engineering.

² The totals 37 and 284 include 8 College Seniors exercising professional option in Applied Science, as follows: 4 C. E.; 2 M. E.; 2 E. M.

TABLE VI

CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	1918-1919	1917-1918	1916-1917
Union Theological Seminary	32	46	82
General Theological Seminary	9	12	18
Drew Theological Seminary	5	4	13
Jewish Theological Seminary	6	8	12
New Brunswick Theological Seminary			
<i>Total</i>	<i>52¹</i>	<i>70</i>	<i>125</i>

¹ Of these 8 were unclassified students.

TABLE VII

CLASSIFICATION OF CANDIDATES FOR THE DEGREES OF MASTER OF ARTS,
 MASTER OF LAWS, MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY

A. By Primary Registration

	1918-1919	1917-1918
Political Science, Philosophy and Pure Science	660	879
Law	8	4
Law (LL.M.)	6	8
Medicine		1
Business	8	13
Education and Practical Arts	700	778
Theological Seminaries	44	70
Philanthropy	10	23
Botanical Garden		1
Officers	60	89
Summer Session	989	1,455
<i>Total</i>	<i>2,485</i>	<i>3,312</i>

B. By Faculties, including the Summer Session

	1918-1919	1917-1918
Political Science, Philosophy and Pure Science	1,261	1,782
Education and Practical Arts	1,210	1,509
Business	8	13
Law (LL.M.)	6	8
<i>Total</i>	<i>2,485</i>	<i>3,312</i>

*C. By Faculties, omitting students registered primarily for a professional degree in the
 Faculties of Law and Medicine, but including Summer Session*

	1918-1919	1917-1918
Political Science, Philosophy and Pure Science	1,253	1,777
Law (LL.M.)	6	8
Education and Practical Arts	1,210	1,509
Business	8	13
<i>Total</i>	<i>2,477</i>	<i>3,307</i>

*D. By Faculties, omitting Summer Session and students registered primarily for a
 professional degree in the Faculties of Law and Medicine*

	1918-1919	1917-1918
Political Science, Philosophy and Pure Science	774	1,052
Law (LL.M.)	6	8
Education and Practical Arts	700	778
Business	8	13
<i>Total</i>	<i>1,488</i>	<i>1,851</i>

TABLE VIII

SUBJECTS OF MAJOR INTEREST OF STUDENTS REGISTERED FOR THE
HIGHER DEGREES

SUBJECTS	Political Science Philos- ophy and Pure Science	Law	Business	Educa- tion and Practical Arts	Total
Anthropology	3				3
Bacteriology	8				8
Biological Chemistry	3				3
Botany	15				15
Business	4		8		12
Chemical Engineering	11				11
Chemistry	87				87
Classical Archaeology	3				3
Comparative Literature	2				2
Constitutional and Administrative Law*	2				2
Economics	60				60
Education and Practical Arts				569 } 131 }	700
English	109				109
Geology	17				17
German	11				11
Greek	1				1
History	88				88
Indo-Iranian	2				2
International Law	10				10
Journalism	1				1
Latin	18				18
Mathematical Physics	1				1
Mathematics	25				25
Metallurgy	4				4
Music	3				3
Neurology	2				2
Pathology	2				2
Philosophy (including Ethics)	43				43
Physics	12				12
Physiology	2				2
Politics	15				15
Psychology	40				40
Public Law	12	6			18
Romance Languages	63				63
Roman Law and Comparative Jurisprudence	2				2
Semitic Languages	10				10
Slavonic Languages	2				2
Social Economy	22				22
Sociology and Statistics	44				44
Zoology	15				15
<i>Total</i>	774	6	8	700	1,488

TABLE IX

A. SUMMARY BY DIVISIONS

DIVISIONS	Political Science Philosophy and Pure Science	Law	Business	Educa- tion and Practical Arts	Total
Ancient and Oriental Languages	34				34
Biology	45				45
Business	4		8		12
Chemistry	87				87
Education and Practical Arts				700	700
Engineering	11				11
Geology and Mineralogy	17				17
History, Economics and Public Law	255	6			261
Mathematics and Physical Science	38				38
Mining and Metallurgy	4				4
Modern Languages and Literature	188				188
Philosophy, Psychology and Anthro- pology	88				88
Music	3				3
<i>Total</i>	<i>774</i>	<i>6</i>	<i>8</i>	<i>700</i>	<i>1,488</i>

B. SUMMARY BY FACULTIES

FACULTIES	Number of Students
Political Science, Philosophy and Pure Science	774
Law	6
Business	8
Education and Practical Arts	700
<i>Total</i>	<i>1,488</i>

TABLE X

RESIDENCE OF STUDENTS

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Barnard College	Education and Practical Arts	College of Pharmacy	Total
UNITED STATES													
North Atlantic Division (77.30 per cent.)	1,382	189	414	77	28	48	76	485	54	627	1,571	335	5,286
Connecticut	17	6	26	1		2	7	5		10	50	11	135
Maine			2					5			15	1	23
Massachusetts	11	1	12		1	2	1	16	1	10	57		112
New Hampshire	3	1	6					1		1	7		19
New Jersey	136	23	62	4	3	4	9	46	4	72	311	35	709
New York	1,196	149	301	71	24	35	55	383	44	525	991	287	4,061
Pennsylvania	17	7	3	1		4	3	22	5	8	126		196
Rhode Island	1	2	1			1	1	2			3		11
Vermont	1		1					5		1	11	1	20
South Atlantic Division (3.54 per cent.)	16	8	13	1	2	4	5	36	4	28	125		242
Delaware	1									1	1		3
District of Columbia	2	1			1	2	3	2		1	8		20
Florida			1					1		1	2		5
Georgia	5	1	3			1		9	2	7	26		54
Maryland	3			1	1			2		2	30		39
North Carolina	1	4	4			1		3		1	9		23
South Carolina	1		1					8	2	1	17		30
Virginia	2		3					9		12	20		47
West Virginia	1	2	1				1	2		2	12		21
South Central Division (2.78 per cent.)	17	10	10		1	1	11	34	10	13	81	2	190
Alabama	3	2					3	1	1	1	6	1	18
Arkansas	1	3	1					4	2	2	5		16
Kentucky			1		1		3	3	2	2	18	1	31
Louisiana	4							1	1		7		13
Mississippi	1							4	3	1	2		11
Oklahoma	1							2			6		9
Tennessee		3	3				4	5	1	1	13		30
Texas	7	2	5			1	14	2	6	24			62
North Central Division (8.47 per cent.)	31	13	18	2	5	10	11	83	2	29	375		579
Illinois	2	3	1		2	2	1	14		5	45		75
Indiana	4	2	1			2	2	6	2	4	30		51
Iowa	4	4			1	2	2	12		2	30		57
Kansas	2					1	1	5		1	28		38
Michigan	3		2	1	1	1	1	3		3	44		59
Minnesota	4							7		2	31		44
Missouri	1	1	3			1		4		2	26		38
Nebraska	2							4		2	21		29
North Dakota								2			6		8
Ohio	7	3	2	1		3	3	19		7	73		118
South Dakota											11		11
Wisconsin	2		9		1		1	7		1	30		51

TABLE X—(Continued)

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Barnard College	Education and Practical Arts	College of Pharmacy	Total
Western Division (2.35 per cent.)	11	2	20	4	1		4	23	3	7	85	1	161
Arizona	1									1	1		3
California	4		2	1	1			7	1	1	27	1	45
Colorado	4		1	1			2	4			18		30
Idaho			2					1			2		5
Montana		1						1	1		5		8
Nevada											1		1
New Mexico			1								1		2
Oregon	1			1				4			11		17
Utah	1		12				2	2			2		19
Washington		1	2	1				4	1	4	16		29
Wyoming										1	1		2
Insular and Non-contiguous Territories (.28 per cent.)	3		1		1	1	1	3	1	1	6	1	10
Canal Zone	1												1
Hawaiian Islands					1							1	2
Philippine Islands	1					1	1	3			3		9
Porto Rico	1		1						1	1	2	1	7
<i>Totals</i>	1,460	222	476	84	38	64	108	664	74	705	2,243	339	6,477
New York City (46.25 per cent.)	985	116	242	53	18	29	42	323	42	399	639	273	3,163
FOREIGN COUNTRIES													
Albania								1					1
Armenia								1					6
Australia								1			5		2
Bermuda			1										1
Canada	2	1	1			1	1	8		1	39		54
Central America			2										2
Chile	2										1		3
China	9	5	2	4	1		10	54	5		32	1	123
Colombia	1				1							1	3
Corea	1												1
Cuba	2	1						2			5		10
Denmark				1							2		3
France										3			3
Germany	1										2		3
Great Britain								1			4		5
Iceland	1										1		2
India	1							1	2	3	1		8
Italy			1										1
Japan	1	2		2			4	33	29	2	9		82
Korea											1		1
Liberia											1		1
Mexico	1				1			1			2		5
Nicaragua		1											1
Norway							2		1	2			5
Panama			1								1	1	3
Persia								1			2		3

TABLE X—(Continued)

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Barnard College	Education and Practical Arts	College of Pharmacy	Total
Peru				1									1
Poland								1			1		2
Russia			1					1	2		1		6
Santo Domingo										1	1		2
Siam	2												2
Singapore											1		1
South Africa								1			2		3
Spain									1				1
Sweden			1								1		2
Switzerland								2					2
Turkey in Asia											3		3
Uruguay	1												1
West Indies	1										1		2
<i>Total (5.28 per cent.)</i>	26	11	9	8	3	1	18	110	41	10	120	4	361
<i>Grand Total</i>	1,486	233	485	92	41	65	126	774	115	715	2,363	343	6,838*

*This total (6,838) includes the 35 duplicate

The following summary compares the percentage of students from the several geographical divisions during the last ten years:

	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919
North Atlantic Division	79.87	79.40	77.65	79.84	79.53	80.51	79.86	78.14	77.38	77.30
South Atlantic Division	3.17	3.50	3.85	4.35	4.03	3.27	3.55	3.50	3.01	3.54
South Central Division	2.42	2.26	2.54	2.25	2.30	2.32	2.30	2.63	2.13	2.78
North Central Division	8.72	8.72	8.76	7.92	8.32	8.22	8.62	9.28	8.97	8.47
Western Division	2.68	2.58	2.82	2.58	2.79	2.48	2.37	3.34	3.19	2.35
Insular Territories	0.27	0.24	0.16	0.26	0.24	0.17	0.17	0.25	0.31	0.28
Foreign Countries	2.87	3.24	4.22	2.80	2.75	3.02	3.13	3.22	4.41	5.28

Three thousand one hundred and sixty-three students are permanent residents of New York City. This is 46.25 per cent. of the total enrolment. Last year's total was 3,091.

Table XI shows the comparative geographical distribution of students in the University for the past ten years.

TABLE XI

RESIDENCE OF THE STUDENTS OF THE ENTIRE UNIVERSITY (EXCLUDING SUMMER SESSION AND EXTENSION TEACHING) FOR THE PAST TEN YEARS

	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919
UNITED STATES										
North Atlantic Division	4,087	4,679	4,716	5,209	5,515	5,904	6,128	6,325	5,514	5,286
Connecticut	91	95	119	134	110	125	143	153	143	135
Maine	24	33	32	24	31	29	15	32	36	23
Massachusetts	86	86	108	118	130	150	164	187	149	112
New Hampshire	13	10	11	17	16	23	21	20	18	19
New Jersey	494	569	562	636	627	752	752	864	742	709
New York	3,195	3,676	3,603	4,021	4,351	4,539	4,738	4,756	4,181	4,061
Pennsylvania	100	175	236	224	209	247	239	270	214	196
Rhode Island	13	16	16	19	18	16	19	17	7	11
Vermont	11	19	29	16	23	23	37	26	24	20
South Atlantic Division	162	210	234	284	280	240	272	288	257	242
Delaware	4	4	4	1	5	4	5	5	3	3
District of Columbia	14	14	24	28	23	17	22	29	24	20
Florida	8	7	9	12	15	13	11	7	7	5
Georgia	24	35	30	48	51	34	55	65	48	54
Maryland	28	38	37	38	33	39	52	44	40	39
North Carolina	24	26	40	51	51	30	28	28	40	23
South Carolina	21	30	29	24	26	30	26	33	20	30
Virginia	36	46	49	70	59	61	64	58	50	47
West Virginia	3	10	12	12	17	12	9	19	25	21
South Central Division	124	133	154	147	160	170	178	213	152	100
Alabama	21	28	39	28	25	20	23	26	22	18
Arkansas	13	4	7	5	6	14	12	17	6	16
Kentucky	24	19	22	16	19	25	30	33	30	31
Louisiana	6	6	8	7	9	11	9	9	8	13
Mississippi	11	19	12	11	13	15	9	8	8	11
Oklahoma	9	7	11	11	16	13	14	17	7	9
Tennessee	18	27	23	28	33	37	35	41	27	30
Texas	22	23	32	41	39	35	46	62	44	62
North Central Division	446	514	532	517	577	603	661	751	639	579
Illinois	68	71	67	58	76	74	87	87	59	75
Indiana	52	63	72	58	71	62	85	76	49	51
Iowa	32	41	40	36	41	45	58	65	68	57
Kansas	24	30	22	27	36	34	51	46	32	38
Michigan	49	54	54	49	52	65	76	66	65	59
Minnesota	43	37	40	44	34	51	45	58	51	44
Missouri	39	49	44	49	42	64	46	82	59	38
Nebraska	14	16	22	21	22	28	25	25	22	29
North Dakota	7	3	4	4	18	12	9	7	12	8
Ohio	96	107	127	130	139	134	136	162	144	118
South Dakota	6	4	5	4	7	5	7	14	9	11
Wisconsin	16	39	35	37	39	29	36	63	69	51
Western Division	137	152	171	168	194	182	182	271	228	161
Arizona	3	5	4	4	4	1	3	4	9	3
California	45	55	64	67	71	67	61	103	73	45
Colorado	20	23	37	28	29	28	29	30	35	30
Idaho	2	2	2	7	5	4	11	9	7	5
Montana	9	10	7	7	9	7	10	8	13	8
Nevada	2	1		3	2	1	1	2	1	1
New Mexico	2	2	2	3	4	8	6	4	9	2
Oregon	13	14	14	12	18	11	14	36	20	17
Utah	17	12	14	17	27	19	17	19	21	19
Washington	23	26	24	17	22	32	29	53	35	29
Wyoming	1	2	3	3	3	4	1	3	5	2

TABLE XI—(Continued)

	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919
Insular and Non-contiguous Territories	14	14	10	17	17	13	13	20	22	19
Alaska		1		1	2	1	1	1		
Canal Zone										1
Hawaiian Islands	4	5	5	5	4	3	7	4	3	2
Philippine Islands	3			3	5	4		4	9	9
Porto Rico	7	8	5	8	6	5	5	11	6	7
Totals (United States)	4,970	5,702	5,817	6,342	6,034	7,112	7,434	7,868	6,808	6,477
New York City	2,670	2,931	2,846	3,194	3,368	3,613	3,509	3,670	3,091	3,163
FOREIGN COUNTRIES										
Albania										1
Argentina	1					2	2	5	1	
Armenia								3	5	6
Australia	1	3	1	3	2	2	1	3	2	2
Austria-Hungary	1		9	1			1	2		
Bermuda and Bahamas			1				1	1		1
Brazil	1	1	3	2	2	1	2	1		
Belgium					3	2		1	1	
Bulgaria	1	1						2	1	
Bolivia			1							
Canada	37	53	61	44	42	43	48	51	46	54
Central America										2
Chile	2	2	2	1			1	1	2	3
China	24	39	52	56	51	68	62	69	114	123
Colombia			1	1	2	2	1	1	1	3
Corea										1
Costa Rica			1	2	3	2		2	1	
Cuba	5	3	8	6	10	8	8	9	12	10
Denmark	1	1						1	1	3
Ecuador									1	
Egypt							2	1		
Finland						2		1		
France	4	5	5		3	2	2	1	2	3
Germany	5	12	25	5	6	3	8	6	3	3
Great Britain	9	9	9	7	8	7	11	8	4	5
Greece	1		2	1	2	2		1	1	
Guatemala									1	
Holland		3	1					4		
Iceland								1	1	2
India	6	6	5	4	6	12	5	12	3	8
Italy	1		5	3	2	2	4	1	2	1
Japan	15	27	19	23	17	20	41	30	56	82
Korea						1			1	1
Liberia									1	1
Mexico	9	8	4	3	4	2	3	3	7	5
Newfoundland							2	1	1	
Nicaragua			1	2	2	1	2	1		1
Norway			1	1	1	1	2	1	3	5
New Zealand					1	1				
Panama	2	2		2	2	4	4	3	4	3
Peru			1	1	2	3	5		1	1
Persia	2	1			1	1			3	3
Poland	2	1						2	1	2
Portugal								1	1	
Rumania						1		2	2	
Russia	6	1	22		2	4	5	5	9	6
Santo Domingo								1	2	2
Siam						2		1		2
Singapore									1	1
South Africa	1	2		1	2	4	4	3	3	3
Spain	1	1	1				1	8	1	1
Sweden	1	1	1		2		2	2	2	2

TABLE XI—(Continued)

	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919
Switzerland	1	1				1		1	1	2
Syria						3	1			
Turkey in Europe	1	7	10	12	9	11	7	4		
Turkey in Asia	1	1	2	2	2		5		5	3
Uruguay	1						1	1		1
Venezuela										2
West Indies	3	1	2		2	1	1	2	5	2
Totals (Foreign Countries)	147	191	256	183	191	222	245	262	318	361
Grand Total	5,117	5,893	6,073	6,525	6,934	7,334	7,679	8,130	7,126	6,838*

*Includes the 35 duplicates.

TABLE XII—(Continued)

1918-1919		College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
		Cooper Union							2		2
		Cornell College (Iowa)							2		2
		Cornell University	7	2	2			1	16	25	36
		Dakota Wesleyan University							1		1
		Dartmouth College	5	2	1				6	2	35
		Davidson College							1		1
		DePauw University								4	5
		Dickinson College	1						1	6	8
		Drake University							1	2	3
		Drew Theological Seminary							1	1	2
		Dropsie College		1							1
		Dubuque College		1							1
		D'Youville College (Buffalo)							1		1
		Earlham College							2	2	2
		Elmira College							1	6	7
		Elon College					1				1
		Emory College							2	1	3
		Emory and Henry College							3		3
		Emporia College								3	3
		Erskine College			1						1
		Fordham University	1	1					1		3
		Franklin College								2	2
		Franklin and Marshall College							1	2	3
		Friends University								2	2
		Galloway College							1		1
		Garret Biblical Institute								2	2
		General Theological Seminary							3		3
		George Peabody College							1		1
		Georgetown University		1							1
		George Washington University			1				3	3	7
		Goshen College									1
		Goucher College							4	11	15
		Grinnell College					2	1	2	2	7
		Hamilton College							2	1	3
		Hamline University							1		1
		Hampden Sidney College			1					2	3
		Harvard University	1	9	5		1	2	19	11	48
		Hastings College							1	1	2
		Haverford College							1	1	2
		Hendrix College			1						1
		Hiram College							1	1	2
		Hobart College			2				2		4
		Hollins College							1	1	2
		Holy Cross College			2						2
		Hood College							1		1
		Hunter College					1		49	46	96
		Illinois College								1	1
		Illinois State Normal School								1	1
		Indiana State Normal School								1	1
		Indiana University			1				4	9	14
		International Y. M. C. A. (Springfield)	1								1
		Iowa State College								3	3
		Iowa State Teachers College							2	3	5
		Iowa State University		2					2		4
		Iowa Wesleyan University								3	3
		James Millikin University								1	1
		Johns Hopkins University							3	1	4

TABLE XII—(Continued)

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
	Swarthmore College								5	2	7
Sweet Briar College								2		2
Syracuse University		1	1					8	13	23
Tabor College								1		1
Tarkio College									1	1
Taylor University									2	2
Temple University								2	1	3
Transylvania College									4	4
Trinity College (Connecticut)		1	2					2		5
Trinity College (North Carolina)		2	1					1	1	5
Trinity College (Texas)		1						2		3
Trinity College (Washington, D. C.)								1	1	2
Tri-State College								1		1
Tufts College									1	1
Tulane University								1		1
Union College (Washington, D. C.)		5	2	1				1	2	11
Union Theological Seminary								7	2	9
Union University								4		4
University of Alabama		2						1		3
University of Arizona							1	1		2
University of Arkansas		2							1	3
University of California		1			1		1	4	8	15
University of Chattanooga								1		1
University of Chicago		1						13	32	46
University of Cincinnati								1	2	3
University of Colorado								1	1	2
University of Denver								2		2
University of Georgia		1						1	1	3
University of Idaho								1	1	2
University of Illinois		1				1	1	6	12	21
University of Iowa								5	2	7
University of Kansas							1	5	1	7
University of Kentucky								1	6	7
University of Louisville		1								1
University of Maine									1	1
University of Michigan		1	3		2			9	15	30
University of Minnesota								5	7	12
University of Mississippi								2		2
University of Missouri			1					1	10	12
University of Montana								1		1
University of Nebraska								1	5	6
University of New Mexico									1	1
University of North Carolina		2	1							3
University of North Dakota			1					1		2
University of Oklahoma	1							1		2
University of Omaha									1	1
University of Oregon					1			2	3	6
University of Pennsylvania		2		1				8	6	17
University of Pittsburgh								1	1	2
University of Puget Sound									1	1
University of Rochester		1	1	1				2	3	8
University of the South								2		2
University of South Carolina			1					4	1	6
University of South Dakota								1	3	4
University of Southern California								1	2	3
University of Tennessee								2		2
University of Texas		1	1					8	1	11
University of Utah			8				1	1	2	12

TABLE XII—(Continued)

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
	University of Vermont	1						1	2	4
	University of Virginia	1								1
	University of Washington		1	1				8	4	14
	University of West Virginia		1						6	7
	University of Wisconsin		10					12	12	34
	Upsala College							1		1
	Ursinus College								1	1
	Valparaiso University								1	1
	Vanderbilt University	2	1					2	1	6
	Vassar College		3		1			15	20	39
	Virginia Intermont College								2	2
	Virginia Polytechnic Institute								1	1
	Wabash College	1								1
	Wake Forest College							1		1
	Ward-Belmont College								1	1
	Washburn College					1		1	1	3
	Washington College							1		1
	Washington & Jefferson College							2		2
	Washington & Lee University	1	1							2
	Washington State College							1		1
	Washington University			2					3	5
	Weaver College								1	1
	Wellesley College		2					19	16	37
	Wells College					1		2		3
	Wesleyan College								2	2
	Wesleyan Female College							1		1
	Wesleyan University							5	2	7
	Wesleyan University (South Dakota)								1	1
	West Kentucky College								1	1
	Western College for Women							3		3
	Western Maryland College							1	1	2
	Western Reserve University							2	3	5
	Westminster College								1	1
	West Virginia University							1		1
	Wheaton College								1	1
	Willamette University								1	1
	William and Mary College		1						2	3
	Williams College	4	2		1			6		13
	Wilson College								1	1
	Winthrop College								1	1
	Winthrop Normal & Industrial School								2	3
	Women's College of Alabama							1		1
	Wooster College							1	6	7
	Yale University	2	8	16	1	1	1	9	12	51
	Young Harris College		1							1
	<i>Total (Domestic Institutions)</i>	8	212	282	66	18	14	23	856	2,440

TABLE XII—(Continued)

B. HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
Acadia University (Canada)								1	1	2
Academy of Fine Arts (Leipzig)									1	1
Aleneo de Manila								1		1
Anatolia College (Turkey)			1							1
Birmingham University (England)								1		1
Boone University (China)									1	1
Camaguey College (Cuba)		1								1
Cambridge University (England)								1		1
Colegio Mayor de Nuestra					1					1
College of Breslau (Germany)								1		1
College of Cracov (Galicia)								1		1
Cyrus College (Persia)								1		1
Dalhousie University (Canada)								1		1
Doshisha University (Japan)							1			5
Huguenot College (South Africa)							1		1	1
Imperial University of Japan								1		1
Instituto Cineros (Spain)								1		1
Instituto de la Enseñanza (Cuba)								1	1	1
Instituto de la Habana (Cuba)								1		1
Institute of Technology (Munich)									1	1
Instituto Nacional (Guatemala)			1							1
Keio University (Japan)							2	1		3
Kwausei University (Japan)								1		1
Kyoto College (Japan)		2								2
Liceo de Manila							1			1
Lycee Janson de Sailly (Paris)					1					1
Lycee (Warsaw)									1	1
Lyceum of Bucharest								1		1
McGill University (Canada)			1					2	2	5
Minteh College (China)								1		1
National University (Ireland)								1		1
National Institute (Nicaragua)			1							1
New Pan Normal (China)									1	1
Nicaragua Eastern University		1								1
Pei Yang University (China)		4		1						5
Peking Government University				1						1
Penyang Medical College (China)			1							1
Queen's University (Canada)								2	5	7
Royal Technical College (Copenhagen)					1					1
St. John's University (China)							2	3	1	6
St. Ursula College (Germany)								1		1
St. Xavier's College (India)							2			2
Socchow University (China)								1		1
Syrian Protestant College							1			1
Tokio College of Commerce (Japan)								1		1
Tokio High Commercial College (Japan)		1								1
Tokio Technical School (Japan)				1						1
Tokio University (Japan)				1						1
Toulon University (France)				1						1
Tung Wen College (China)								1		1
University of Armenia									1	1
University of Cape of Good Hope (South Africa)								1		1

TABLE XII—(Continued)

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
University of Havana (Cuba)		1							2	3
University of Hong Kong (China)								1		1
University of Madrid (Spain)								1		1
University of Manitoba (Canada)									1	1
University of Nanking (China)								2		2
University of Naples (Italy)								1		1
University of Ottawa (Canada)									1	1
University of Oxford (England)									2	2
University of the Philippines								4		4
University of Sydney (Australia)								1		1
University of Toledo (Spain)								1		1
University of Toronto (Canada)								3	10	13
Waseda University (Japan)							1	2	1	4
Yurifi Classical Gymnasium (Russia)			1							1
Zappion College (Turkey)								1		1
<i>Total (Foreign Institutions)</i>		<i>10</i>	<i>6</i>	<i>6</i>	<i>2</i>		<i>10</i>	<i>49</i>	<i>34</i>	<i>117</i>

TABLE XII—(Continued)

SUMMARY

1918-1919	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
Total graduates of domestic institutions	8	212	282	66	18	14	23	856	961	2,440
Total graduates of foreign institutions		10	6	6	2		10	49	34	117
Grand total graduates of higher institutions	8	222	288	72	20	14	33	905	995	2,557
Deduct for graduates of more than one institution		9		2	2		4	169	295	481
Total students holding degrees	8	213	288	70	18	14	29	736	700	2,076
Total students enrolled	1,486	233	485	92	41	65	126	774	2,363	5,665
Percentage holding degrees, 1919	0.53	91.4	59.4	76.1	43.9	21.54	23.0	95.1	29.61	36.64
Percentage holding degrees, 1918	0.45	78.2	58.7	69.9	28.2	32.89	40.3	95.72	32.83	41.49

TABLE XIII
NATURE OF DEGREES HELD BY STUDENTS

Degrees 1918-1919	College	Law	Medicine	Applied Science	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified University Students	Architecture	Journalism	Business	School of Education and School of Practical Arts	Total
Bachelor of Agriculture					1						1
Bachelor of Arts	3	149	152	19	542	32	14	12	21	393	1,337
Bachelor of Chemical Engineering						1	1				1
Bachelor of Commerce						1					1
Bachelor of Commercial Science					1	1			1		3
Bachelor of Didactics										1	1
Bachelor of Divinity					13	5				13	31
Bachelor of Economics					1						1
Bachelor of the Humanities			1								1
Bachelor of Laws	2	14			9	5				3	33
Bachelor of Letters		10	2		6				1		19
Bachelor of Literature					7	3		1			18
Bachelor of Music					2	2					4
Bachelor of Pedagogy					3					9	12
Bachelor of Philosophy		5	7	1	14	1			1	40	69
Bachelor of Political Science						1					1
Bachelor of Sacred Theology										2	2
Bachelor of Science	2	23	121	44	132	14	3	1	7	225	572
Bachelor of Theology					2						2
Chemist					1						1
Chemical Engineer					4	1				1	6
Civil Engineer			1	1	1				1	1	5
Doctor of Laws		1								1	2
Doctor of Medicine		2	1		2	1					6
Doctor of Pedagogy										3	3
Doctor of Pharmacy						1					1
Doctor of Philosophy		1			5	5				6	17
Doctor of Veterinary Medicine						1					1
Doctor of Veterinary Surgery							1				1
Electrical Engineer				2						1	3
Engineer of Mines				3	4						7
Graduate in Pharmacy		2				2					4
Master of Arts	1	9	9	3	213	9	1		2	136	383
Master of B. A.					1						1
Master of Commercial Science							2				2
Master of Didactics										4	4
Master of Laws		1			3						4
Master of Pedagogy										4	4
Master of Science			2		11	3				3	19
Mechanical Engineer			1		1						3
Metallurgical Engineer				3	1						4
Pharmaceutical Chemist			4								4
Total degrees held	8	218	300	77	980	90	20	14	34	853	2,594
Deduct for students holding more than one degree		5	12	7	244	22	2		5	153	450
Total students holding degrees 1919	8	213	288	70	736	68	18	14	29	700	2,144
Total students holding degrees 1918	6	172	325	55	1,008	30	11	25	31	773	2,436

TABLE XIV

DEGREES AND DIPLOMAS GRANTED, 1918-1919

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts	104	137	241
Bachelor of Laws	44		44
Bachelor of Science	49	4	53
Bachelor of Science (Business)	10	3	13
Bachelor of Science (Practical Arts)	15	315	330
Bachelor of Architecture	5		5
Bachelor of Literature	11	9	20
Bachelor of Science (Medicine)	30	1	31
Chemical Engineer	7		7
Civil Engineer	4		4
Electrical Engineer	1		1
Engineer of Mines	2		2
Doctor of Medicine	138		138
Pharmaceutical Chemist	4	4	8
Master of Arts	108	133	241
Master of Arts (Education)	96	101	257
Master of Laws	3		3
Master of Science (Business)	7		7
Master of Science (Practical Arts)		9	9
Doctor of Philosophy	40	12	52
<i>Total</i>	<i>678</i>	<i>788</i>	<i>1,466</i>
Deduct duplicates ¹	4		4
<i>Total individuals receiving degrees in course</i>	<i>674</i>	<i>788</i>	<i>1,462</i>
B. Honorary degrees			
Master of Arts	3		3
Doctor of Letters	2		2
Doctor of Sacred Theology	1		1
Doctor of Laws	2		2
<i>Total</i>	<i>8</i>		<i>8</i>
C. Certificates and Teachers College Diplomas granted			
Certificate of Proficiency in Architecture	5		5
Bachelor of Arts Certificate for Academic Record and National Service	69		69
Secretarial Certificate in Business		7	7
Certificate in Optometry	6	1	7
Bachelor's Diploma in Education	2	197	199
Master's Diploma in Education	52	110	162
Doctor's Diploma in Education	3		3
<i>Total</i>	<i>137</i>	<i>315</i>	<i>452</i>
<i>Total degrees and diplomas granted</i>	<i>823</i>	<i>1,103</i>	<i>1,926</i>
Deduct duplicates ²	63	279	342
<i>Total individuals receiving degrees and diplomas</i>	<i>760</i>	<i>824</i>	<i>1,584</i>

¹ Distributed as follows: A.M. and LL.B., 4 men.² In addition to those noted under Note 1 (4), the following duplications occur: B.S. and Teachers College Diploma, 2 men, 192 women; A.M. and Teachers College Diploma, 54 men, 87 women; Ph.D. and Teachers College Diploma, 3 men.

TABLE XV

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1918-1919

	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919
A. Degrees conferred in course											
Bachelor of Arts (men)	91	93	94	94	127	99	105	101	125	136	104
Bachelor of Arts (women)	98	86	105	114	136	113	141	112	136	142	137
Bachelor of Laws (Columbia College)	60	80	94	116	137	140	135	134	165	54	44
Bachelor of Science (Barnard College)	25	28	48	58	61	77	85	75	110	76	49
Bachelor of Science (Teachers College)		2		4	3	7	8	6	20	15	4
Bachelor of Science in Practical Arts	139	158	214	255	235	218	357	337	326	345	330
Bachelor of Science (Architecture)	6	2	1	1		1					
Bachelor of Science (Business)										2	4
Bachelor of Science (Chemistry)	6	1									
Bachelor of Science (Pharmacy)									2		
Bachelor of Science (Medicine)											31
Bachelor of Architecture	2	6	7	7	3	17	10	7	19	1	5
Bachelor of Music		2	2	1	1		3				
Bachelor of Literature					9	15	22	24	26	19	20
Chemist		2	2	2	2	3	4		1		
Chemical Engineer	6	6	6	11	20	18	20	18	36	3	7
Civil Engineer	25	31	28	26	37	27	37	33	33	8	4
Electrical Engineer	29	27	19	7	15	8	15	17	25	3	1
Engineer of Mines	29	39	46	38	25	38	20	11	22	9	2
Mechanical Engineer	22	12	15	30	21	14	27	19	24		
Metallurgical Engineer	4	3	6	3	5	8	6	5	3		
Doctor of Medicine	82	79	70	86	100	71	85	73	90	118	138
Pharmaceutical Chemist	7	8	11	15	20	24	8	12	15	6	8
Doctor of Pharmacy	5	4	3	2	7	7	2	1			
Master of Arts	231	269	315	370	503	492	633	407	389	281	241
Master of Arts (Teachers College)				1	1		1	2	3	3	3
Master of Science (Applied Science)								226	305	306	257
Master of Science (Architecture)								29	25	1	
Master of Science (Business)										4	7
Master of Science (Practical Arts)										2	4
Doctor of Philosophy	59	44	76	81	67	65	71	88	82	83	52
<i>Total</i>	<i>926</i>	<i>973</i>	<i>1,153</i>	<i>1,322</i>	<i>1,535</i>	<i>1,470</i>	<i>1,814</i>	<i>1,737</i>	<i>1,992</i>	<i>1,625</i>	<i>1,466</i>
Deduct duplicates	7	6	11	14	20	18	13	21	8	3	4
<i>Total individuals receiving degrees</i>	<i>919</i>	<i>967</i>	<i>1,142</i>	<i>1,308</i>	<i>1,515</i>	<i>1,452</i>	<i>1,801</i>	<i>1,716</i>	<i>1,984</i>	<i>1,622</i>	<i>1,462</i>
B. Honorary degrees											
Master of Arts	1	2	1		2	3		2	2	2	3
Master of Science	1	1	2	1		12					
Doctor of Science	1	3	1	1	2	1	2		3	1	
Doctor of Letters	2	4	2	4	2	1	1	1	1	1	2
Doctor of Sacred Theology	1	1	2	1	1	1		1	1		1
Doctor of Laws	7	2	4	3	3	5	5	2	8	5	2
Doctor of Music						1					
<i>Total</i>	<i>13</i>	<i>13</i>	<i>12</i>	<i>10</i>	<i>10</i>	<i>24</i>	<i>10</i>	<i>6</i>	<i>15</i>	<i>10</i>	<i>8</i>

TABLE XV—(Continued)

	1908- 1909	1909- 1910	1910- 1911	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918	1918- 1919
C. Certificates and Teachers College diplomas granted											
Certificates in architecture		3	2	4	6	13	8	12	8	1	5
Consular certificate							2				
Bachelor of Arts Certificate for Academic Record and National Service										58	69
Secretarial Certificate in Business										2	7
Certificate in Optometry											7
Bachelor's diploma in education	134	158	220	273	277	253	323	268	238	226	199
Special diploma in education	109	103	153	205	169	21					
Master's diploma in education	56	65	82	83	148	174	226	199	199	187	162
Doctor's diploma in education	4	8	15	11	10	13	5	5	4	7	3
<i>Total</i>	303	337	472	576	610	474	564	484	449	481	452
<i>Total degrees and diplomas granted</i>	1,242	1,323	1,637	1,908	2,155	1,968	2,388	2,227	2,456	2,116	1,926
Deduct duplicates	201	230	303	400	495	436	563	410	447	402	342
<i>Total individuals receiving degrees and diplomas</i>	1,041	1,093	1,334	1,508	1,660	1,532	1,825	1,817	2,009	1,714	1,584

TABLE XVI

A. SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1918-1919

SUBJECTS OF MAJOR INTEREST	A.M.		Ph.D.		M.S.		LL.M.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Anthropology		1								1
Biological Chemistry				1						1
Botany	1	3	1						2	3
Business					7				7	
Chemical Engineer- ing	3		2						5	
Chemistry	9	7	4	1					13	8
Classical Philology	2	6		1					2	7
Constitutional Law	3								3	
Education and Prac- tical Arts	96	161	6	3		9			102	173
English	6	38	2	2					8	40
Geology		3								3
Germanic Languages	4	8							4	8
Government		2								2
History	18	30	3	1					21	31
International Law	1								1	
Mathematics	5	4							5	4
Metallurgy	2		1						3	
Music		1								1
Philosophy	9	5	2						11	5
Physics	1		2						3	
Political Economy	17	4	4	1					21	5
Politics	1	1	1						2	1
Psychology	3	2		2					3	4
Public Law and Jurisprudence	4		3				3		10	
Romance Languages	4	9	2						6	9
Semitic Languages	1		2						3	
Social Economy	2	4	2						4	4
Sociology & Statistics	6	9	2						8	9
Zoology		2	1						1	2
<i>Total</i>	<i>198</i>	<i>300</i>	<i>40</i>	<i>12</i>	<i>7</i>	<i>9</i>	<i>3</i>		<i>248</i>	<i>321</i>

TABLE XVI—(Continued)

B. HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		M.S.		LL.M.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Political Science, Philosophy and Pure Science	102	139	40	12					142	151
Business					7				7	
Law							3		3	
<i>Total 1919</i>	<i>102</i>	<i>139</i>	<i>40</i>	<i>12</i>	<i>7</i>		<i>3</i>		<i>152</i>	<i>151</i>
Education and Practical Arts	96	161				9			96	170
<i>Total 1919 including Teachers College</i>	<i>198</i>	<i>300</i>	<i>40</i>	<i>12</i>	<i>7</i>	<i>9</i>	<i>3</i>		<i>248</i>	<i>321</i>
<i>Total 1918</i>	<i>266</i>	<i>325</i>	<i>73</i>	<i>10</i>	<i>7</i>	<i>4</i>	<i>3</i>		<i>343</i>	<i>340</i>
<i>Total 1917</i>	<i>341</i>	<i>353</i>	<i>67</i>	<i>15</i>	<i>31</i>	<i>2</i>	<i>3</i>		<i>442</i>	<i>370</i>

TABLE XVII

TABLE OF AGES

AGES OF ENTERING FRESHMEN, COLUMBIA COLLEGE, 1918-1919

Age	Number	Age	Number	Age	Number	Age	Number
15-16	13	19-20	65	23-24	6	27-28	1
16-17	71	20-21	42	24-25	5	30-31	1
17-18	140	21-22	12	25-26	1	37-38	1
18-19	148	22-23	7	26-27	2	39-40	1
						<i>Total</i>	525

AGES OF SENIORS, COLUMBIA COLLEGE, 1918-1919

Age	Number	Age	Number	Age	Number	Age	Number
17-18	2	20-21	57	23-24	3	26-27	2
18-19	20	21-22	47	24-25	6	27-28	0
19-20	49	22-23	17	25-26	2	28-29	1
						<i>Total</i>	206

COMPARATIVE TABLE OF AGES OF ENTERING FRESHMEN,
COLUMBIA COLLEGE, FOR THE PERIODS INDICATED

Period	1918-1919	1917-1918	1908-1909
Average age	18 years, 6 months	18 years, 6 months	18 years, 8 months
Median age	18 years, 2 months	18 years, 1 month	18 years, 5 months

COMPARATIVE TABLE OF AGES OF SENIORS OF COLUMBIA COLLEGE
FOR THE PERIODS INDICATED

Period	1918-1919	1917-1918	1908-1909
Average age	20 years, 4 months	21 years, 1 month	21 years, 7 months
Median age	20 years, 7 months	20 years, 10 months	21 years

TABLE XVIII

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

Department	College					Law	Medicine	Applied Science	Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Architecture	Journalism	Business	Total Number of Students
	Freshmen	Sophomores	Juniors	Seniors	Non-Candidates									
Agriculture									1					1
Anatomy (incl. Histology and Embryology)							263		2	1				372
Anthropology		3	6	1					19					29
Architecture	1	4	1	1					1		41			51
Astronomy	14	18	6	6	1		6		1					52
Bacteriology				1	28			147	12	1				189
Biological Chemistry				16	9			102	5	1				133
Botany	9	11	2	3	2				18	4	1			50
Business	6	24	31	32	5	2			53	13		116		282
Chemical Engineering				2	1			41	25					69
Chemistry	237	179	62	49	55			41	92	10				725
Civil Engineering	1	1	3	11				20	1					37
Classical Philology														
Classical Civilization	3	3	1	2										9
Greek	4	5	8	3					13					33
Latin	19	6	6	1					21					53
Comparative Philology									4					4
Dermatology and Syphology							125							125
Diseases of Children							263							263
Economics	63	140	68	48	27	2			103	21		1	30	503
Education	1	4	9	14					96	4		1		129
Electrical Engineering								42	4					46
Engineering Drafting	16	48	13	8	12			5						102
English	485	236	120	56	140	2			133	10		2	4	1,182
Comparative Literature ¹									35	3				38
Fine Arts									3					3
General Linguistics									3	1				4
Geology	12	11	15	4	12			13	16	4				89
Geography	22	42	12	6	14				4	1			1	102
Germanic Lang. and Lit.	124	51	23	10	25				16	1			1	251
Gynecology							263							263
History and Political Philosophy	313	215	80	44	99	1			142	16		6	9	925
Hygiene and Preventive Medicine							138							138
Journalism	5			6					9	2	65		1	88
Laryngology (incl. Otolary)							125							125
Mathematics	366	166	53	35	94				30	6	2		2	754
Mechanical Engineering			1		2			63	1					67
Mechanics (Mathematical Physics)	1	1	18	35	3			34	1		3			96
Metallurgy								16	9					26
Military Science ²	41	29			7	2								79
Mineralogy	4	3	9	6	2			10	11	1				46
Mining								6	1					7
Municipal and Private Law						228			3	1				232
Music	5	11	9	8	2			1				1		46

¹ In the College there were no registrations in Comparative Literature this year.

² R. O. T. C. Course.

TABLE XVIII—(Continued)

1918-1919	College					Law	Medicine	Applied Science	Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Architecture	Journalism	Business	Total Number of Students
	Freshmen	Sophomores	Juniors	Seniors	Non- Candidates									
<i>Departments</i>														
Neurology							425		6					431
Obstetrics							425							453
Ophthalmology					28		125							125
Oriental Languages														
Indo-Iranian Languages									7	7				14
Semitic Languages					1				17	4				22
Orthopedic Surgery							125							125
Pathology					28		164		2	1				195
Pharmacology, Materia Medica and Therapeutics					28		164							192
Philosophy	305	109	54	39	81	1			63	12		2		690
Physical Education	352	120	26	21	98	1			4			2		654
Physics	70	96	51	40	42			11	42	4				346
Physiology			16	37			264		5					322
Practice of Medicine				28			425		2	1				459
Psychology	14	52	45	11	7				48	5		1	3	186
Public Law									57	5			2	168
Government	81	91	27	14	35		104		45	3		1	3	304
Religion	1	5	6	6	1									19
Roman Law and Jurispru- dence							50		24					74
Romance Lang. and Lit.														
French	205	136	66	27	50				64	7		1	22	572
Spanish	21	27	12	16	7	1		2	42	4		1	21	145
Slavonic Lang. and Lit.			2	1										3
General Slavonic									3					3
Polish									1					1
Russian		2	1						8	3				14
Social Economy									34	2			1	37
Sociology							3		120	10			3	136
Surgery					28		425							453
Urology							125							125
War Issues	26	6	3		4									42
Zoology	62	83	18	5	13				15	3				199

TABLE XIX

AGGREGATE ATTENDANCE IN ALL COURSES, 1918-1919 (EXCLUDING COURSES
IN SUMMER SESSION, EXTENSION TEACHING, TEACHERS COLLEGE,
BARNARD COLLEGE AND THE COLLEGE OF PHARMACY)

1918-1919	Number of Half-Year Courses	Number of Registrations	Percentage of Total Enrolment
<i>Departments</i>			
Anatomy (including Histology)	10	365	1.13
Anthropology	11	53	.16
Architecture	48	297	.92
Astronomy	7	232	.71
Bacteriology	21	171	.53
Biological Chemistry	19	209	.64
Botany	21	77	.24
Business (including Accounting)	41	900	2.77
Camouflage	1	9	.02
Chemical Engineering	17	259	.79
Chemistry	76	1,779	5.48
Civil Engineering	20	133	.41
Classical Philology			
Classical Civilization	1	13	.04
Comparative Philology	2	4	.01
Greek	29	85	.26
Latin	23	129	.39
Dermatology	3	250	.77
Diseases of Children	9	388	1.21
Drill	2	104	.51
Economics	39	1,015	3.13
Electrical Engineering	16	185	.57
Engineering Drafting	7	208	.64
English	60	2,328	7.17
Comparative Literature	6	80	.25
First Aid	1	8	.02
Geology	30	181	.56
Germanic Languages and Literatures	38	558	1.72
Gynecology	10	263	.81
History and Political Philosophy	73	1,828	5.63
Hygiene and Preventive Medicine	1	138	.42
Journalism	28	536	1.65
Laryngology (including Otology)	8	250	.77
Linguistics	1	3	.01
Mathematics	41	1,880	5.79
Mechanical Engineering	19	248	.76
Metallurgy	23	127	.39
Military Law	1	512	1.58
Military Science	2	67	.21
Military Training	2	41	.13
Mineralogy	8	47	.15
Mining	9	36	.11
Municipal and Private Law	41	1,716	5.28
Music	16	120	.37
Neurology	19	724	2.23
Obstetrics	7	426	1.31
Ophthalmology	4	125	.39
Oriental Languages			
Indo-Iranian Languages	9	19	.06
Semitic Languages	21	51	.16
Orthopedic Surgery	4	263	.81
Pathology	14	293	.90
Pharmacology, Materia Medica and Therapeutics	8	417	1.28
Philosophy (including Ethics)	32	893	2.75
Physical Education (including Hygiene)	8	1,829	5.63

TABLE XIX—(Continued)

1918-1919	Number of Half-Year Courses	Number of Registrations	Percentage of Total Enrolment
<i>Departments</i>			
Physics	35	980	3.02
Mathematical Physics (Mechanics)	7	188	.58
Physiology	17	271	.83
Practice of Medicine	24	550	1.60
Psychology	26	448	1.38
Public Law	12	280	.86
Government	17	502	1.55
Roman Law and Jurisprudence	7	43	.13
Romance Languages and Literatures			
French	56	1,513	4.66
Phonetics	1	11	.03
Spanish	17	244	.75
Slavonic Languages			
General Slavonics	2	5	.02
Polish	2	3	.01
Russian	6	26	.08
Social Economy	16	109	.33
Sociology	14	372	1.15
Surgery	26	550	1.60
Urology	5	125	.38
War Issues	1	2,111	6.50
War Statistics	2	61	.19
War Topography	1	724	2.23
Zoology	23	424	1.31
<i>Total</i>	<i>1,284</i>	<i>32,472</i>	<i>100.00</i>

EXTENSION TEACHING

A. STUDENTS CLASSIFIED ACCORDING TO SEX

	Morning-side	Extra-Mural	Total
Men	3,011	225	3,236
Women	3,414	402	3,816
<i>Totals</i>	<i>6,425</i>	<i>627</i>	<i>7,052</i>
Duplicate Registrations:			
Matriculated Students			1,572
Summer Session (1918)			260
<i>Total attendance in Extension Teaching only</i>			<i>5,220</i>

B. REGISTRATION IN SPECIAL CLASSES (NOT INCLUDED IN OTHER TABLES)

	MEN			WOMEN			Total
	Winter	Spring	Both	Winter	Spring	Both	
Agriculture		28			22		50
Camouflage	22			6			28
Fine Arts	4	7	1	23	71	4	110
Dentistry	95	102		1	19		217
Recreation				35	36		71
Spoken Language	74	93	17	224	220	123	751
Stenography and Typewriting				15			15
War Mathematics	61						61
<i>Total</i>							<i>1,303</i>

C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES

	Morning-side	Extra-Mural	Total
1. Non-Matriculated:			
Columbia	4,456	627	5,083
Teachers College (exclusively)	397		397
2. Matriculated:			
Columbia College	544		544
Student Army Training Corps	153		153
Barnard College	44		44
Mines, Engineering and Chemistry	8		8
Fine Arts	29		29
Journalism	13		13
Business	103		103
Graduate Faculties	239		239
Medicine	2		2
Pharmacy	1		1
Teachers College	428		428
Law School	8		8
<i>Totals</i>	<i>6,425</i>	<i>627</i>	<i>7,052</i>

EXTENSION TEACHING—(Continued)

D. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

	Morning- side	Extra- Mural	Grand Total
New York City:			
Manhattan and the Bronx	3,525	91	3,616
Brooklyn	602	120	722
Queens	79	4	83
Richmond	85	4	89
New York State (outside New York City)	540	104	644
New Jersey	602	111	713
<i>Totals</i>	<i>5,433</i>	<i>434</i>	<i>5,867</i>
Other States:			
Alabama	16		16
Arizona	5		5
Arkansas	7		7
California	28		28
Colorado	7		7
Connecticut	84	79	163
Delaware	1		1
District of Columbia	26		26
Florida	4		4
Georgia	26		26
Idaho	4		4
Illinois	30		30
Indiana	29		29
Iowa	26		26
Kansas	13		13
Kentucky	13		13
Louisiana	6		6
Maine	15		15
Maryland	13		13
Massachusetts	64	1	65
Michigan	31		31
Minnesota	23		23
Mississippi	7		7
Missouri	15		15
Montana	4		4
Nebraska	8		8
New Hampshire	3		3
New Mexico	1		1
North Carolina	8		8
North Dakota	3		3
Ohio	48		48
Oklahoma	6		6
Oregon	5		5
Pennsylvania	90	113	203
Rhode Island	15		15
South Carolina	13		13
South Dakota	4		4
Tennessee	21		21
Texas	37		37
Utah	9		9
Vermont	12		12
Virginia	20		20
Washington	12		12
West Virginia	9		9
Wisconsin	16		16
Wyoming	1		1
Insular and Non-contiguous Territories:			
Hawaiian Islands	2		2
Philippine Islands	9		9
Port Rico	2		2
<i>Totals</i>	<i>6,284</i>	<i>627</i>	<i>6,911</i>

EXTENSION TEACHING—(Continued)

	Morning- side	Extra- Mural	Grand Total
Foreign Countries:			
Canada	13		13
Chile	5		5
China	46		46
Cuba	4		4
France	1		1
Great Britain	2		2
India	2		2
Japan	52		52
Mexico	1		1
Norway	1		1
Panama	2		2
Persia	1		1
Russia	5		5
Siam	2		2
South Africa	1		1
Sweden	1		1
Venezuela	2		2
<i>Totals</i>	141	0	141
<i>Grand Totals</i>	6,425	627	7,052

EXTENSION TEACHING—(Continued)

E. AGGREGATE ATTENDANCE ON COURSES

SUBJECT	No. of Half-Year Courses			No. of Registrations			Percentage of Total Enrollment
	Morning-side	Extra-Mural Centers	Total	Morning-side	Extra-Mural Centers	Total	
Administration	18		18	71		71	.4063
Agriculture	18		18	141		141	.8068
Architecture	28		28	179		179	1.0232
Astronomy	3		3	40		40	.2294
Biology	6		6	27		27	.1545
Bookkeeping	3		3	107		107	.6122
Botany	5		5	88		88	.5035
Business	53		53	2,152		2,152	12.3133
Business English	3		3	303		303	1.7333
Chemistry	14	3	17	451	231	682	3.9023
Chinese	2		2	7		7	.0401
Civil Engineering	7		7	57		57	.3261
Clothing	35		35	174		174	.9946
Comparative Literature	9		9	203		203	1.1621
Cookery	22		22	157		157	.8978
Drafting	8		8	79		79	.4520
Drawing	8		8	45		45	.2572
Economics	4		4	334		334	1.9110
Economic Science	2		2	3		3	.0172
Education			5		177	177	1.0128
Education Dramatics	1		1	3		3	.0172
Electrical Engineering	7		7	99		99	.5665
English	70	7	77	2,953	478	3,431	19.6315
Fine Arts	50		50	318		318	1.8191
French	28	4	32	1,262	91	1,353	7.7422
Geology	3		3	28		28	.1602
German	16	4	20	172	98	270	1.5449
Government	2		2	106		106	1.0065
Hebrew Literature	1		1	2		2	.0114
History	22	2	24	676	46	722	4.1311
Household Arts	3		3	12		12	.0687
Household Economics	1		1	1		1	.0057
Hygiene	2		2	11		11	.0629
Industrial Arts	4		4	36		36	.2060
International Law	7		7	88		88	.5035
International Relations	2		2	35		35	.2003
Italian	4		4	48		48	.2746
Japanese	1		1	3		3	.0172
Journalism	2		2	40		40	.2294
Latin	10		10	104		104	.5951
Law	3		3	28		28	.1602
Library Economy	10		10	213		213	1.2188
Mathematics	19		19	500		500	2.8666
Metalworking	6		6	17		17	.0972
Music	30		30	136		136	.7782
Musico Therapy	1		1	25		25	.1430
Neurology	2		2	35		35	.2003
Nursing	4		4	14		14	.0858
Nutrition	2		2	18		18	.1030
Optometry	20		20	253		253	1.4470
Philosophy	12	2	14	282	177	459	2.6263
Phonetics	14		14	126		126	.7210
Photoplay Composition	8		8	59		59	.3376
Physical Education	20		20	142		142	.8124
Physical Training	3		3	11		11	.0629
Physics	4		4	125		125	.7152
Polish	4		4	12		12	.0687
Practical Arts	2		2	4		4	.0229
Practical Arts Chemistry	7		7	21		21	.1202
Practical Arts Music	27		27	71		71	.4063
Psychology	10	2	12	259	105	364	2.0827

EXTENSION TEACHING—(Continued)

SUBJECT	No. of Half-Year Courses			No. of Registrations			Percentage of Total Enrolment
	Morning-side	Extra-Mural Centers	Total	Morning-side	Extra-Mural Centers	Total	
Russian	6		6	26		26	.1488
Secretarial Correspondence	2		2	86		86	.4921
Semitics	1		1	7		7	.0401
Slavonic	3		3	9		9	.0514
Social Science	2		2	8		8	.0458
Sociology	13		13	204		204	1.1672
Spanish	15		15	824		824	4.7048
Speech	12	1	13	47	22	69	.3948
Statistics	2		2	47		47	.2689
Stenography	17		17	708		708	4.0510
Structural Mechanics	4		4	27		27	.1545
Textiles	3		3	19		19	.1087
Typewriting	12		12	636		636	3.6391
Typography	2		2	47		47	.2689
Vocational Guidance	2		2	8		8	.0458
Zoology	2	5	7	50	333	383	2.1915
<i>Totals</i>	<i>790</i>	<i>35</i>	<i>825</i>	<i>15,719</i>	<i>1,758</i>	<i>17,477</i>	<i>100.0000</i>

SUMMER SESSION OF 1919

To the President of the University

SIR:

As Acting Registrar of the University I beg to submit the following report covering the Summer Session of 1919.

Nine thousand five hundred thirty-nine were registered in the Summer Session of 1919. On Saturday July 5, 2,635 students registered, and on the following Monday the number was 2,111. The highest previous record of a single day's registration was 1,898 on July 8, 1916.

The total enrolment of 9,539 marks an increase of 3,517 over 1918. The percentage gain over 1918 is 58.4. The following table gives the comparative figures for the Summer Session since its inauguration in 1900:

SUMMER SESSION

Year	General	Medical	Total	Percentage of Increase Over Preceding Year
1900	417		417	
1901	579		579	38.85
1902	643		643	11.05
1903	940	53	993	54.43
1904	914	47	961	-3.22
1905	976	42	1,018	5.93
1906	1,008	33	1,041	2.26
1907	1,353	42	1,395	33.72
1908	1,498	34	1,532	10.05
1909	1,949	22	1,971	28.65
1910	2,632		2,632	33.54
1911	2,973		2,973	12.96
1912	3,602		3,602	21.16
1913	4,539		4,539	26.01
1914	5,590		5,590	23.14
1915	5,961		5,961	6.63
1916	8,023		8,023	34.59
1917	6,144		6,144	-23.42
1918	6,022		6,022	-1.99
1919	9,539		9,539	58.40

The other tables appended hereto need but little comment. The percentage of women students has decreased from 71.60 per cent. last year to 66.70 per cent. The percentage of new students shows an increase, 60.10 per cent. against 56.96 per cent. The number of matriculated students has increased by 970.

SUMMER SESSION—(Continued)

Classification	Numbers	Number Totals	Percentages	Percentage Totals
A. STUDENTS CLASSIFIED ACCORDING TO SEX				
Men	3,176		33.30	
Women	6,363		66.70	
		9,539		100.00
B. STUDENTS CLASSIFIED AS OLD AND NEW				
Previously registered	3,806		39.90	
New students	5,733		60.10	
		9,539		100.00
C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES				
I. Non-matriculated		6,061	63.53	
II. Matriculated:				
1. Columbia College	438			
2. Barnard College	57			
3. Applied Science	23			
4. Law	129			
5. Medicine	24			
6. Architecture	7			
7. Political Science	179			
8. Philosophy	381			
9. Pure Science	156			
10. Ph.D. in Education	69			
11. Teachers College				
Undergraduate	850			
Graduate	1,042			
Unclassified	60			
12. Journalism	12			
13. Business	42			
		3,478	36.47	100.00
D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS				
Elementary schools	1,544		16.18	
Secondary schools	1,491		15.63	
Higher educational institutions	553		5.79	
Normal schools	263		2.75	
Industrial schools	8		.08	
Principals (school)	507		5.31	
Assistant Principals (school)	74		.77	
Supervisors	296		3.10	
Superintendents	172		1.80	
Special teachers	186		1.94	
Private school teachers	292		3.05	
Private teachers	37		.38	
Librarians	14		.14	
Technical schools	30		.31	
Business schools	8		.08	
Vocational schools	36		.37	
Institutes	44		.48	
Not engaged in teaching	3,984		41.76	
		9,539		100.00

SUMMER SESSION—(Continued)

E. STUDENTS CLASSIFIED ACCORDING TO DEGREES HELD

4,399 degrees are held by 3,624 of the students as follows:

A.B.	2,431	B.Lit.	27	D.D.S.	3	E.E.	3
B.S.	767	Ph.G.	5	B.C.S.	10	B.S.A.	3
B.L.	43	Pd.B.	66	Ed.B.	6	S.T.B.	6
B.Mus.	9	Pd.M.	12	M.El.	3	B.P.	11
A.M.	536	L.I.	21	B.E.	20	B.P.I.	4
M.S.	33	LL.B.	40	B.O.	8	A.A.	6
Ph.B.	169	LL.M.	3	M.E.	28	Misc.	40
Ph.M.	4	M.D.	26	C.E.	4		
Ph.D.	37	B.D.	21	Ch.E.	4	<i>Total</i>	<i>4,399</i>

Classification	Numbers	Number Totals	Percentages	Percentage Totals
F. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE				
North Atlantic Division:				
Connecticut	238			
Maine	85			
Massachusetts	314			
New Hampshire	40			
New Jersey	640			
New York				
Outside of N. Y. City	040			
Manhattan	1,754			
Brooklyn	465			
Queens	100			
Richmond	20			
	<u>2,330</u>	3,279		
Pennsylvania		675		
Rhode Island		50		
Vermont		35		
			5.356	56.15
South Atlantic Division:				
Delaware	23			
District of Columbia	70			
Florida	63			
Georgia	255			
Maryland	138			
North Carolina	218			
South Carolina	174			
Virginia	316			
West Virginia	117			
			1.374	14.11
South Central Division:				
Alabama	79			
Arkansas	47			
Kentucky	88			
Louisiana	54			
Mississippi	38			
Oklahoma	34			
Tennessee	102			
Texas	186			
			6.28	6.59

SUMMER SESSION—(Continued)

Classification	Numbers	Number Totals	Percentages	Percentage Totals
North Central Division:				
Illinois	182			
Indiana	224			
Iowa	115			
Kansas	81			
Michigan	226			
Minnesota	109			
Missouri	144			
Nebraska	57			
North Dakota	15			
Ohio	478			
South Dakota	17			
Wisconsin	103			
	<hr/>	1,751	—	18.35
Western Division:				
Arizona	3			
California	64			
Colorado	33			
Idaho	9			
Montana	8			
Nevada	2			
New Mexico	2			
Oregon	15			
Utah	14			
Washington	30			
Wyoming	4			
	<hr/>	184	—	1.92
Insular and Non-contiguous Territories:				
Canal Zone	2			
Hawaiian Islands	2			
Philippine Islands	7			
Porto Rico	17			
	<hr/>	28	—	.29
<i>Totals</i>		<hr/>		<hr/>
		9,321		97.71
Foreign Countries:				
Australia	3			
Brazil	1			
British West Indies	4			
Canada	85			
Chili	3			
China	53			
Cuba	8			
Denmark	1			
Ecuador	2			
England	2			
Guatemala	3			
Holland	1			
Italy	1			
Japan	32			
Korea	1			
Mexico	3			
Norway	1			
Peru	3			
Russia	2			
Scotland	1			
Siam	2			
South Africa	4			
Switzerland	1			
West Africa	1			
	<hr/>	218	—	2.29
<i>Grand Totals</i>		<hr/>		<hr/>
		9,539		100.00

SUMMER SESSION—(Continued)

Subjects	No. of Courses	No. of Registrations	Percentage of Total Enrolment
G. AGGREGATE ATTENDANCE ON COURSES:			
Administration	9	207	.861
Agriculture	3	8	.035
Anatomy	1	9	.039
Architecture	8	40	.168
Assyrian	2	6	.026
Astronomy	3	42	.176
Bacteriology	1	44	.184
Biology	5	147	.612
Bookkeeping	1	22	.093
Botany	6	46	.192
Business	17	597	2.485
Business English	1	44	.184
Cancer Research	1	9	.039
Chemical Engineering	5	61	.255
Chemistry	42	699	2.911
Chinese	2	5	.022
Clothing	7	240	1.000
Cookery	10	337	1.400
Comparative Literature	3	214	.889
Drawing	4	50	.210
Economics	7	244	1.013
Education	147	9,823	40.766
Electrical Engineering	2	23	.097
Engineering Drafting	2	34	.143
English	25	1,400	6.060
Fine Arts	19	577	2.397
French	23	854	3.545
Geography	5	159	.662
Geology	6	33	.138
German	11	149	.620
Government	4	94	.392
Greek	5	41	.172
History	21	742	3.085
Household Arts	11	168	.699
Hygiene	4	185	.770
Industrial Arts	2	43	.180
Italian	3	49	.204
Journalism	1	63	.263
Latin	14	236	.981
Law	10	371	1.543
Library Economy	4	113	.471
Mathematics	15	575	2.389
Metalworking	2	17	.072
Mineralogy	3	17	.072
Music	11	359	1.492
Nature Study	1	11	.047
Neurology	5	28	.120
Nursing	6	181	.754
Nutrition	3	88	.368
Penmanship	1	87	.363
Philosophy	8	239	1.000
Phonetics	4	52	.220
Photoplay Making	3	52	.220
Physical Education	27	1,735	7.203
Physics	17	293	1.220
Physiology	6	133	.543
Practice of Medicine	1	33	.138
Psychology	8	378	1.590
Public Health	1	48	.201
Public Law	5	61	.255
Religion	3	38	.160
Russian	3	17	.072
Secretarial Correspondence	2	28	.120
Semitics	1	3	.013

SUMMER SESSION—(Continued)

Subjects	No. of Courses	No. of Registrations	Percentage of Total Enrolment
Slavonic	2	5	.022
Social Science	2	146	.610
Sociology	4	169	.703
Spanish	9	432	1.804
Speech	2	146	.610
Statistics	1	51	.213
Stenography	3	139	.581
Surgery	1	1	.004
Textiles	1	28	.120
Typewriting	3	148	.619
Zoology	2	50	.210
<i>Totals</i>	<i>623</i>	<i>24,076</i>	<i>100.000</i>

Respectfully submitted

EDWARD J. GRANT
Acting Registrar

June 30, 1919

REPORT OF THE ACTING LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1919

To the President of the University

SIR:

As Acting Librarian of the University, I have the honor to submit the following report for the year ending June 30, 1919.

Like the year immediately preceding, the present year in the Library because of conditions growing out of the war has not been a normal one. The small registration of the regular students in all departments of the University and the presence of the S. A. T. C. brought new problems to the Library, as elsewhere, and we were called upon in many instances to make considerable readjustments in order to meet the emergencies that arose.

The problem of the S. A. T. C., as it affected the Library, was largely the presence of numbers in the General Reading Room and the department libraries, rather than the customary use of books from the loan desk or the shelves. S. A. T. C. students, who used the Library during certain specified hours, needed from the nature of the work very few books other than the textbooks assigned them and were only concerned with a place for study. The use of the General Reading Room by these students was so great during the evening that it was necessary to reserve for the S. A. T. C. and the Naval Unit all but one of the sections of seats, into which the general readers were crowded. Even then, the S. A. T. C. overflowed into the adjoining Periodical Reading Room and the Library corridors, while general readers not infrequently went away because there was no place for them in the small section reserved for their use. S. A. T. C. students also used for evening study purposes the Law Library, the College Study, and the Chemistry Reading Room, which for the time being they practically monopolized. With the mustering out of the S. A. T. C. and the registration for the "shuttle course" in

January, the use of the Library became more nearly normal both in amount and kind.

Of the department libraries, the greatest demands for government service were doubtless made upon those of Applied Science in the Engineering Building and Havemeyer Hall, which were called upon to accommodate and to give library service to students and enlisted men in the U. S. Navy School for Radio Officers, the Ordnance Department School of Explosives Manufacture, the U. S. Signal Corps School of Military Photography, and the S. A. T. C. Library work in Engineering was seriously crippled by the necessity of temporarily giving up for laboratory purposes in connection with work for the Navy the large and well-equipped reading room for very inadequate quarters in an adjoining room at a time when the attendance was large. In the Chemistry Reading Room, in addition to the use of the library for war work, its use by students doing graduate work was so large that there has been during the year no falling off in attendance. In Schermerhorn Hall the Geology Reading Room was used as a classroom for certain periods of the day, and liberal and important use was made in various directions of war service of the valuable collection of maps, and works on the geology and topography of the military area.

To facilitate the work of the large combined course of instruction known as "Issues of the War," all of the books on the present war, classed as General European History, were transferred from the Main Library to Philosophy Hall. This collection, which numbered upwards of 3,000 volumes, was provided with a hand list for immediate use and referred to as the War Library. After the discontinuance of the course in question, it was immediately dispersed, and placed, under the usual conditions, upon the Library shelves.

The work of the House Commission, commonly known as "The Inquiry," referred to in my previous report, was continued down to the Armistice, when a number of the experts who were using the Library were transferred to the Peace Conference in Paris. The resources of the Library from the beginning had been freely placed at their disposal, and their

work was assisted in every possible way. Large sections of the Library were shifted to bring together the required subjects in the workrooms assigned to them. Room 206, in this way, which had contained English History, was used for work on International Law; the adjoining Room 207, for serial and annual publications, English government reports and the publications of the Royal Geographical Society; Room 107, for British blue books and Parliamentary Papers, French documentary publications, and works on modern European History; Room 208, for German government publications and some phases of German History. The rooms in question and their contents were during the period of use in the immediate responsible care of the Inquiry, subject at all times to the demands of the Library administration for the use of the books for other purposes when they were needed. It is a matter of gratification to state that from the time of the formation of this special collection to its return to the normal conditions of the Library it was possible to give continuous and satisfactory service to every department of the University. Ultimately, and antecedent to the departure of the members of the Inquiry, 100 volumes, that had been carefully selected by the Commission and censored by the Librarian, were by permission of the Trustees of the University sent to Paris for the use of the Peace Conference and have since been returned.

The call for reference service by the members of the Inquiry was very great during the whole time of its activity, and an unprecedentedly large amount was done for government and other than University workers Reference during the year, and in reality through the entire period of the war. Examples of such questions for information that came to the Reference Librarian illustrate the wide range of subject. A request from a government worker called for a contemporary verbatim report of the speech made by the German ambassador, Graf von Wallwitz, in Antwerp, in 1905, in which he stated that Germany desired a strong Belgium and would respect the treaty guaranteeing Belgium neutrality. This, although it has been reported unobtainable in Washington,

was found in a detailed report in a Belgian newspaper of 1905. The publication of the summary of the terms of the Peace Treaty in May occasioned a good deal of newspaper curiosity about the identity of the Sultan Okwawa, whose skull is demanded to be returned by the Germans. The University Library was the first to find authoritative material answering this question, and the accounts published in the *Brooklyn Eagle* and the *Evening Sun*, May 11-14, and widely reproduced by the press of the country, were entirely based upon this material. A Canadian artist, engaged in decorating the great hall of Hart House of Toronto University with paintings of the coats of arms of the universities of the allied nations, wrote for and obtained information as to the arms of the Rumanian Universities of Bucharest and Jassy. One day's record of calls from outside the University included inquiries for such diverse subjects as the orchids of South America, up-to-date information about railroads in British Guiana, the budget of the Netherlands, and current financial and economic information about the Dutch East Indies. The resources of the Chemistry Library have also been much in demand during the entire war period for reference service, and by readers not connected with the University who desired special information not available in other libraries of the city. This use of the Library in its various parts, which has greatly grown during the last year and particularly during the war, is without a doubt a wholly legitimate extension of its usefulness as a part of the increasing influence of the University as a willing servant of the greater public without its gates.

Following his discharge from military service, which he had entered in June, 1917, Mr. Roger S. Howson, Assistant Staff Librarian of the University, returned from France to resume his duties in an important part of the administration of the Library. Professor John R. Crawford, Librarian of the Avery Library, who had been in military service since May, returned, only, however, to resign from the University at the end of the year, to accept the position of Professor of Latin in Lafayette College. Professor Crawford's short administration of the Avery Library has been unqualifiedly

the most notable in its history, and he has left upon it a mark that it will always bear, not only of the competent attention that he gave to existing conditions, which in many instances needed betterment, but to important phases of its future development. Miss D. E. Wilber resigned as head of the Accessions Department in October, and Miss D. B. Hepburn, who had been librarian of the Natural Science Libraries, was appointed to the place.

At home, we have secured better service by placing orders more frequently, and always in "rush" cases, directly with the publisher, instead as has been customary with an agent. The practice does away with the very obvious waste of time involved in transmitting orders through an intermediary, and it has been found that better discounts can frequently be obtained from the publisher himself. In the case of foreign publications, the policy proposed is to find a responsible agent, if possible, in the country of publication and to place orders through him, rather than through his American representative, a process, however, that is hardly possible, on account of the variety of interests, in serial publications. Shipments of material from abroad have been less hampered during the year, and since the Armistice have been almost normal from the Allied Countries. The first shipment of German periodicals since 1916 was received in September through the good offices of the representatives abroad of the American Library Association, and particularly through the personal efforts of Dr. M. L. Raney of Johns Hopkins University, who made several visits to Europe in its interests, which in effect were also directly ours. The German periodicals received to the end of the fiscal year were those of 1918, and subscriptions of 1916 and 1917 are still outstanding.

The most noteworthy receipt of the year was the Bushe-Fox Collection of 5,000 volumes of early works relating to English law, purchased in England in 1916, but held there for favorable conditions of shipment.

The statistics at the end of the report show the number of volumes acquired by the Library during the year. The most

notable gifts were as follows: from President Butler 427 volumes, 264 pamphlets, maps and unbound material; from Provost Carpenter 75 volumes, 524 pamphlets; from Gifts Professor Seligman 61 pieces; from the Columbia University Press 26 volumes. From Mrs. E. J. Fortier was gratefully received as a memorial of her husband, Professor Edward J. Fortier, his working library consisting of 549 volumes and 400 pamphlets; and from Professor J. C. Egbert 49 books that had belonged to his son, Harry Drew Egbert, '07, who died March 23. From Mr. Stephen G. Williams, '81, was received the valuable gift of Gould's "Birds of Asia," 7 volumes, "Birds of Great Britain," 5 volumes, "Mammals of Australia," 3 volumes, and 21 additional volumes, in all 37 volumes. From Professor Benjamin W. Wells was received 25 autograph letters of Daniel Webster written between 1829 and 1837. From Captain D. B. Gilchrist, librarian of the American delegation to the Peace Conference in Paris, 3 packages of books and pamphlets. From the Swiss Government, through the courtesies of the Minister of Switzerland to the United States, was received the extremely valuable gift of 578 sheets of maps of Switzerland, published under the auspices of the "Service topographique fédéral," consisting of the *Carte Générale de la Suisse*, the *Atlas topographique de la Suisse* (548 sheets), and the *Carte Dufour*, which contains maps of a certain radius of territory, French, Italian, German, and Austrian, outside of Switzerland. From the estate of Horace W. Carpentier the Library received 981 volumes, among them the set of 142 volumes of the *Bibliotheca Classica Latina*, and 40 pamphlets. A letter from Louis Kossuth to President King of Columbia College was received and added to the collection of Columbiana. From Clement A. Griscom and the Rev. Acton Griscom, '13, the sum of \$50 was received for the purchase of books.

The General Library distributed, as usual, pamphlets, doctoral dissertations, and various volumes not desired for
Distributions preservation among the following institutions:
Teachers College, Union Theological Seminary,
Jewish Theological Seminary, American Museum of Natural

History, Hispanic Museum, New York Public Library, and New York Botanical Garden. Forty-one mail sacks containing duplicates of United States Government documents were returned to the Superintendent of Documents, Washington.

Under the system of inter-library loans, 650 volumes were borrowed from ten libraries by Columbia, exclusive of those obtained from the Branch Station of the New York Public Library within the Library building. The number of books loaned by Columbia to fifty libraries was 675 volumes. Special thanks are due to the Library of Congress, Yale University, and Harvard University for assistance rendered through the Library to officers and students of the University during the year.

Inter-Library
Loans

For the various Camp Libraries there were received and forwarded to the New York Public Library for proper distribution a total of 7,030 volumes, together with a considerable number of miscellaneous unbound magazines, and a hundred scrap-books intended for wounded men in hospitals. For the restoration of the destroyed library of the University of Louvain 376 volumes and 14 pamphlets, together with 385 of the earlier doctoral dissertations of the University, were sent to England for inclusion in the large collection already assembled for ultimate transmission to Louvain.

Camp Libraries
and Louvain

In addition to the large transfer of books to facilitate the work of the Inquiry, already noted, it has been necessary to shift, and frequently along extended lines, the contents of a number of the rooms, owing to the crowded conditions that in some parts of the Library are rapidly becoming crucial. Extensive shifting was necessary in this way, in Rooms 301, 306, and 402; and relief must soon be devised in the case of Room 107, where a number of mathematical journals are shelved which properly belong in the already overcrowded Room 108. Room 113, which contains government documents and the publications of learned societies, is also badly overcrowded, as is 413, the Oriental Seminar Room, to which it was necessary to transfer railroad publications and municipal reports, which really belong in

Transfers

the Political Science Seminar, 301. A point is made in this report of these conditions of shifting and transfer, which are altogether too frequently needed, and of serious over-crowding, which must soon be alleviated, in order to emphasize the absolute necessity of the present use for strictly Library purposes of rooms in the main Library building that are now otherwise occupied. In the meantime much additional shelving, for which the Library budget does not provide, is urgently needed. Room 108 should have additional shelving to relieve the crowded condition of the mathematical collection, as should Room 206, not only to relieve the present over-crowding, but to accommodate newly added books in English History, and 307 to relieve the crowded condition of the collection of Columbiana. Additional stacks are also immediately needed for Rooms 108, 206, and 208.

The valuable and unique collection of books in recent German literature, brought together principally by Professor Tombo Memorial Library Rudolf Tombo, Jr., while Director of the Deutsches Haus, and until now shelved in the house in 117th Street that had borne that name, was transferred during the year to a room in connection with the Germanic Department Library in Philosophy Hall, as a permanent memorial in the University to one who had served it in many capacities with true fidelity and unflagging zeal.

During the year, all of the miscéllaneous material relating to Columbia, found in various places in the Library, was classified, catalogued, bound, and placed in the Columbiana collection of Columbiana. It is a matter of possible regret that a large part of the material that belongs in such a collection to complete it, like the reports and records of Alumni Associations, and publications directly under University auspices, which are now shelved in the west gallery, cannot be brought together in one collection.

In addition to the current accessions by purchase, gift, and exchange, there have been catalogued among others during the year, 100 volumes for the Maison Française; Catalogue 450 French text-books of the Fortier collection

for the Romance Reading Room; 50 books in Arabic and Armenian; 12 Eskimo books; 20 in the languages of the Mexican Indians, which made necessary a scheme for the classification and subject headings of the Indian languages of Mexico and Central America; and 2,000 pamphlets of the Reform Club collection on commerce and banking, which had been classified and arranged in boxes and thus made available, but were not represented in the catalogue. In the general catalogue, 200 volumes of Italian literature and 100 volumes of Rumanian literature have been re-catalogued, together with 1,600 titles in the Latin classics, which completes the re-cataloguing of that collection. The special collection of the works of James Thomson, the poet, of which the Library has many first editions, has been re-catalogued, and the record sent to the library of Yale University where a bibliography of first editions is being compiled. All early versions of the English Bible and Prayer Book have been rearranged by name and date in the catalogue. The collection of Incunabula, consisting of over 200 titles, with the exception of the Hebrew has been re-catalogued. Russian documents to the number of 300 titles, which during the late years of the war have been much in demand, have also been re-catalogued. In the Serial division in addition to the current work, 500 titles, 8,000 volumes, have been re-catalogued.

The revision of the Avery catalogue, begun last year, has now been completed. The work consisted in bringing together and co-ordinating with the general catalogue the special catalogue of the Avery Library with which had been combined various other small catalogues. Over 8,750 old cards were handled, on which corrections were made when necessary, and 3,849 new cards, many of them cross references, were made. The revised catalogue gives the Avery Library a new efficiency and an extended usefulness.

The removal of over 100,000 serial analytical cards from the main catalogue and their transference to special cases in the General Reading Room was noted in my last report. The removal of so many cards has made necessary, as was foreseen, the re-arrangement of the entire main catalogue, which

is no small task in that it involves the handling of about 900,000 cards and the remaking of nearly 1,800 labels. The re-arrangement, however, has left each card tray only about two-thirds full, which will provide the necessary room for several years' growth of the catalogue, a matter of considerable moment in that part of the Library where space, in the years to come, will be of extraordinary importance.

The work of the year has proceeded favorably in binding, repairing and gilding, and in spite of the difficulty of meeting

Binding the increased cost of binders' supplies and of labor, there has been practically no curtailment either in the quantity or quality of the output, and the costs to the Library, although higher than in previous years, has been kept below the standard rates that prevail elsewhere. Besides books and pamphlets bound and repaired, as recorded elsewhere, call numbers were gilded or otherwise affixed on the backs of 31,108 volumes. Of these, 12,645, or nearly one-half of the total number of volumes added to the Library, were not new books but required the removal of the old gilding and the substitution of new owing to the changes in classification due to shifting. The number of lines of re-lettering, to correct titles, and volume and series numbers, was 1,004. Material incomplete and not ready for binding was placed in boards cut to the size of the publication and sent with call number to the shelves to the number of 478 pieces. Two hundred and thirteen maps were repaired and mounted and 30 portfolios were made. A collection of letters written by Stephen Whitney Phoenix and others, a number relating to the installation of President Seth Low, and the autograph letters of Daniel Webster, previously mentioned, were arranged and bound. The increasing collection of Chinese books has been in large part bound, catalogued, and classified, and is now in frequent use.

To the resources of the Law Library for books and binding under the general budget and the annual gift of Mr. William

Law Library G. Low for the purchase of books on international and maritime law, there was added during the year a special appropriation of \$5,000 from the

J. S. Carpentier Fund; with the approval of Mr. Joseph P. Chamberlain, a further appropriation of \$3,500 out of the unexpended balance of the Legislative Drafting Fund; and a gift of \$1,302.15 from four friends of the Law School: Mr. Joseph P. Chamberlain, Professor George F. Canfield, Professor William D. Guthrie, and Mr. Dwight W. Morrow. To complete the Canadian collection, the Law Librarian, at the suggestion of the Law Library Advisory Committee, was authorized to visit the principal cities of Canada for the purpose of making purchases and securing gifts of British colonial, English, and other law books and reports. Toronto, Montreal, Ottawa, and Quebec, accordingly, were visited on this errand in the period between July 18 and August 20. Not only was the purchase of books accomplished at much reduced prices, but many gifts valuable for the General Library and the Law Library were received, and connections were established that have made it possible advantageously to continue purchases during the year. The appropriation of \$3,500 from the Legislative Drafting Fund made it possible to proceed with the completion of the collection of American law reports. The most noticeable gaps in the collection were in Pennsylvania and Ohio. The collection for the latter state is now complete, while all but a few of the rarest Pennsylvania items have been purchased. The gift of \$1,302.15 was made to meet the estimated cost of all other American law reports that were lacking.

In addition to these accessions, the receipt from England of the Bushe-Fox collection added 700 volumes to the Law Library, the remainder having been retained in the General Library. In international law, extensive additions were made, particularly in collections of treaties and foreign relations.

Notable gifts to the Law Library were the following: from the estate of H. W. Carpentier 189 volumes; from Hornblower, Miller, Garrison, and Potter 70 volumes of the New York Journal; from Mr. Francis S. Bangs 97 volumes; from Mr. J. S. Mann 20 volumes.

Of the 5,477 volumes added during the year, 4,803 were by purchase, 439 by gift, 5 by exchange, 208 by binding, and 22

by transfer from the General Library. The Law Library is being much more carefully catalogued than is customary in most law libraries. The catalogue as it is carried out is not a mere finding list, but a bibliographical record which will be useful to research scholars as well as to law students. Only such a catalogue is appropriate for the library of a university law school.

A total of 3,155 volumes were added to the Medical Library during the year: 631 by purchase, 1,768 by gift, 670 by exchange, and 86 by binding. A large part of the budget appropriation was used to buy text-books, many of which were badly worn through constant use and were not in condition to warrant rebinding. Aside from these a considerable number of works in medical history were purchased as supplementary to the growing collection on the biography, history, and philosophy of medicine, subjects in which the medical libraries of the city are notably deficient.

The gifts of the year were unusual in quantity and character. The most noteworthy was from Miss Gussie Ellison, who gave the entire library of the late Dr. Ernest William Auzal, a distinguished neurologist, including his valuable collection of old medical engravings and prints, in all 564 volumes, 110 reprints, and 100 portraits. This is the first gift of the kind that the Medical Library has received. From Mrs. E. B. Cragin came the important gift of the medical library of her husband, the late Professor Edwin B. Cragin, consisting of 290 text-books, 300 bound and 90 unbound journals, and 2,000 reprints. The collection is particularly valuable because it is modern and immediately available for use. Other gifts were from Professor Russell Burton Opitz 11 bound journals, 583 journal numbers, and 3,177 reprints; from Dr. J. Arthur Booth a part of his library consisting of 241 volumes; from Dr. Michael F. Black 65 volumes; from Dr. Edward A. Kimball 35 volumes. The library also received its usual annual gifts of journals from the Borden Condensed Milk Company, the Purdue Frederick Company, and the M. J. Breitenbach Company, a total of 1,768 journal numbers.

The year under review was the thirteenth year of the College Study. In this period the enrollment of students in Columbia College has nearly trebled, having increased from 553 in 1906-1907, to 1,488 in the Spring Session of 1918-1919. The registration figures for the Spring Session have been taken as more nearly representative not only of present, but of future conditions, than the registration for the Winter Session, when the number was only 408. The use of books by College students through this accession has quadrupled, and the demands upon the Study as a place to read were unprecedented. At certain hours during the day readers were always turned away and were obliged to seek a place to study in the Gemot, the Honors Forum, and the Main Reading Room of the General Library. The College Study, opened when there were less than five hundred students in the College, is, accordingly, much too small to accommodate the present student body and plans must be devised to relieve the congestion. If the registration in the College should rise, as is altogether probable, to a new height, the growth of the Study into other rooms on the second floor of Hamilton Hall must follow, unless the Study, to the limitation of its proper function, is to be divided up and placed in different parts of the present building or even in different buildings.

Besides the continually increasing use of the Chemistry library by graduate students, it is more and more frequently used by persons not connected with the University who are engaged in research work in connection with various industries. The library is a large and valuable one in its specialty, and should have in the immediate future a librarian thoroughly conversant with its resources and able to make them still more available.

In compliance with the request of the faculty of the School of Mines, the collection in this room has been made a strictly reference library and no borrowing privileges are allowed.

The privileges of this room at the present time are greatly abused, and it is used as a club-room rather than a graduate

College Study

Chemistry
Reading RoomMines
Reading Room

study as intended. The library is too small to have a separate custodian, but some means should be devised by the Department of Physics itself to restrict its proper use to the students directly concerned.

The accessions to the Barnard College Library during the year were 850 volumes, making the total number of volumes in the library 13,200. The new library has greatly increased the use of books by Barnard College students. The total number of readers for the academic year was 50,139 and the total circulation of books 65,101.

The total accessions to the library of the College of Pharmacy were 105 volumes: 27 by purchase, 53 by gift, and 25 by binding. Work on the important index to pharmaceutical literature has been continued during the year.

The University Bibliography for 1917, compiled as usual by the Reference Librarian, was issued as a pamphlet of 66 pages, containing 1,232 titles. The list of essays submitted for the degrees of Master of Arts, Master of Science, and Master of Laws in 1918, arranged alphabetically under author and indexed by subject, was printed as a pamphlet of 28 pages. The previous list, from 1891 to 1917, inclusive, has been largely used by instructors and students and has amply justified its publication.

On Alumni Day, as usual, an exhibition was held in the Columbiana Room of the Main Library consisting principally of original letters and other documents, books, pamphlets, photographs, and engravings relating to the early history of the University. In the Avery Library, the exhibition of the architectural works of McKim, Mead, and White begun last year, was continued through July and August. This was followed in September, by an exhibition of Japanese Prints from the Avery collection; in October, by photographs of Colonial Architecture, also from the Avery collection; in November, by blue prints by Mr. Arthur Ware of Visitors' Houses at War Camps; in December,

by blue prints illustrating housing projects, and photographs and drawings illustrating Mr. Jay Bainbridge's theory of the principles of Greek design; in February, by sketches by S. A. T. C. students and a military designation target by Mr. Joseph Lauber; in March, by the Fourth Annual Exhibition of Contemporary Bookplates under the auspices of the American Bookplate Society; in April, by an exhibition of books on Oriental rugs and vases from the Avery collection, and the Keppel collection of nineteenth century prints. From May 9 to June 4 was held the interesting Theodore Roosevelt Exhibition, prepared by a committee representing Columbia House of the University. The collection consisted of paintings, prints, and photographs of Mr. Roosevelt, his published works in various editions, selected letters from his correspondence, hunting trophies, personal relics, and a series of some two hundred enlargements of snap-shots illustrating various phases of his career. This was one of the most popular exhibitions ever held at the University. It attracted during the whole time of its continuance an average of 1,000 visitors daily, with an estimated total of 26,000 of the 40,000 visitors to the Avery Library during the year.

The reference work done for the various government workers brought out several points of interest with regard both to the strength and the weakness of the General Library Needs Library collections, and as some of these indicate possible lines on which these collections should in the near future be strengthened, it may be of interest to refer to them in this report.

The collection of statistical annuals built up carefully during the last seven years, was found to be very good. It includes some titles and late volumes not found in other reference libraries of the city, and in general was adequate for many of the constant demands made upon it. It was not, however, perfect, in that it lacked certain titles altogether, and in some instances did not have the last volume published, or, in the case of one or two of the countries involved in the war on either side, the last volume obtainable up to the time when importation from those countries ceased. When specialization

in this collection first began, seven years ago, doubt was expressed about the need or value of the collection. If there was ever a real doubt it was settled forever by the use made of this material during the war, and the only question now is as to how it can best be expanded and continued.

The collections of other statistical material, especially foreign census reports, showed wider gaps, lacking, for example, to indicate two only of the most glaring, all Turkish statistics, and most Austrian reports since the close of the nineteenth century. Up-to-date colonial statistics of several of the great colonial powers were also missing. The lack of these was due not so much to oversight as to the policy adopted long before the war of leaving the collection of such publications to the New York Public Library. The experience of the last three years has shown that this policy of "spheres of collection" needs for some subjects to be revised. Certain collections are of such importance that two copies in the reference libraries of a city of nearly six million inhabitants are by no means too many.

Another reference group constantly used was the various political year books, both the government almanacs, diplomatic lists, and parliamentary year books, and the year books of the various political parties, especially those of European countries. Such manuals are of great importance for information about government machinery and personnel, the past record of officials and party leaders as to party alignment, notes, and the like. This collection, which is by no means complete, should be made so as soon as possible.

There was much demand during the war for material on colonial questions—natural resources, statistics, questions of government and administration, and ethnology. Many of these demands were met, but by no means all. One of the principal lacks was in the matter of the various publications of the German *Kolonialamt*. In view of this past demand and of the fact that Africa—"the new America"—is bound to be much studied in the future, it would be wise to increase the Library's resources along this line. Official publications, especially the commercial, statistical, scientific, geographic and

ethnographic publications of the colonial offices of the principal colonial powers, are particularly needed, as are the similar publications issued by the governments of the various colonies. In the matter of Africa, the Library is fairly well supplied with material on North and South Africa, but has much less on East, West, Central, and Equatorial Africa. As a beginning of the work of filling in this gap, lists of some desiderata on French West and Equatorial Africa have been prepared, and some of this material has already been received. Much more, however, should be done, and the same type of collecting should also be followed for colonies in Asia.

Much work on various aspects of the "small nations" question has been done in the Library and the principal needs that have come to light in this subject are for many of the fundamental bibliographical and encyclopedic reference works. Such material was unobtainable during the war, but lists of desiderata have been made, some orders have been placed and others will be so soon as possible. It seems highly desirable that the Library should have for all of these new nationalities created, or to be created, by the Peace Treaty, a good working collection of such encyclopedias, dictionaries and bibliographies as are of real value, and should plan to obtain the new document material, in the way of political, statistical, and economic reports which will probably be issued officially when the new governments are established. Our collection of language dictionaries for Eastern European countries, as well as for some of the submerged nationalities of the Turkish Empire, is already fairly good, and has been largely used by government translators doing censorship work.

A type of material much needed for its bearing upon economic and commercial questions is the consular reports of the various countries making such reports. The Library has up-to-date files of this material for Great Britain and the United States, only, and partial files for France, Austria, Norway, and some South American countries, but little else, as here, again, the theory was that the collections of the Public Library would also suffice for our needs. In view of the recent demand made for this material and the fact that these reports

are useful for much more than mere questions of trade and business, it seems highly desirable to complete it.

The *Library Journal* published in April a survey of Latin American material in American libraries. For this survey Columbia University Library reported 4,500 volumes, including a special collection on South American boundary questions. This special collection has been of some importance during the past year. One group of government experts working on South American questions made frequent demands for boundary material and most of the demands were met. Such gaps as were revealed should be filled in as soon as possible, since the use and value of a small special collection of the sort is measured by its approach to completeness, and a library which has established any such special collection, has in a way accepted the responsibility for completing it and carrying it on. Just what should be done to extend the General Library collection of South American material is still a question. In the past the policy has been to accumulate comparatively little, relying for most things upon the material in the Hispanic Museum and the Public Library. Some change in this policy is called for both by the added interest in South American subjects and the increasing number of Latin American students in the University. There is an increased demand for Latin American periodicals and some titles have been added to the periodical list to meet it. It is desirable to work out a definite policy in this direction, based both upon our own immediate needs and upon conditions shown in the *Library Journal* survey.

The results of the war leave us with a number of new nations, each of which, as has been indicated, will have year books, departmental reports, and parliamentary debates of their own, and in each case it will be necessary to obtain the essential documents. It has also produced a number of semi-official periodicals, such as *Le Bulletin de l'Esthonie*, which began publication in April of this year, intended to justify and to explain new formations and re-groupings of population.

As to the books on the war itself, it is as yet too early to have any standard by which to judge of their value. Our

Accessions:

Gifts: 2,070 volumes, 4,304 pamphlets, 595 maps

Exchanges:

	Dissertations	Others	Total
Pieces received	179	151	330
Pieces exchanged			2,205

Orders: Sent out, 6,962

Volumes added:

General Library and Departments	13,857
School of Law	5,477
School of Medicine	3,135
Barnard College	850
Teachers College	2,295
College of Pharmacy	105

Total 25,719

Total of volumes in Library, June 30, 1919 737,135

Estimated unbound pamphlets in Library 55,000

Cataloguing:

Cards made and filed in General Library and Departments:

New cards	53,163
Cards replaced	18,459
Depository catalogue	42,238

Total 113,860

Printed cards for Depository catalogue:

Library of Congress	30,747
Harvard University	3,520
University of Chicago	1,020
John Crerar Library	6,951

Total 42,238

Binding:

Books and pamphlets bound in building 10,415

Volumes repaired in building 2,632

Total 13,047

Volumes bound outside 3,965

Volumes rebound outside 3,413

Total 7,378

Circulation:

Volumes supplied from Loan Desk for outside use (including 19,096 renewals) 136,799

For use in building 57,822

Loaned from reading rooms for outside use 215,334

Used in reading rooms 735,924

Total recorded use of libraries 1,145,879

shelves show a large accumulation of books and of pamphlets, and we are adding as systematically as is possible. Next year the books from the Central Empires should be available, and the interesting problem of obtaining light on the revolutions and the political disturbances will come up for a possible solution. It is to be hoped that we shall be able largely to obtain this material, whether of description or of propaganda, for the future demands that will surely be made upon us.

In conclusion, I would submit the foregoing statistics.

Respectfully submitted

WM. H. CARPENTER
Acting Librarian

June 30, 1919

REPORT

*To the Trustees of
Columbia University in the City of New York*

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1919.

INDEX

Income and Expense Account	379
Income of the Corporation	380-381
Expenses—Educational Administration and Instruction	382-399
Expenses—Buildings and Grounds	400-401
Expenses—Library	402-404
Expenses—Business Administration	405
Expenses—Annuities	406
Interest	407
Balance Sheet	408-409
Summary of Capital Account	410
Students Loan Funds	411
Auditors' Certificate	412
Arrears of Rent	413
Receipts and Disbursements of Income of Special Funds	414-420
Gifts and Receipts for Designated Purposes; Receipts and Disbursements	421-431
Securities Owned for Account of Special and General Funds	432-453
University Land, Buildings and Equipment	454-458
Other Property	458
Redemption Fund	459
Special Funds	460-483
Permanent Funds	484-485
Gifts and Bequests received during 1918-1919	486-488

**INCOME AND EXPENSE ACCOUNT (GENERAL FUNDS)
FOR THE YEAR ENDED JUNE 30, 1919**

INCOME FROM ALL SOURCES

From Students:			
Fees.....	\$ 1,139,887.89		
Other Income.....	22,323.56		
Allowances by U. S. Government for Tuition, Sub- sistence, Housing, and use of Buildings and Equip- ment.....	377,126.76	1,539,338.21	
From Endowment:			
Rents.....	697,656.11		
Income from Investments in Personal Property ...	93,111.20		
Investment of Redemption Fund.....	35,461.42		
Transferred from Income of Special Funds—See Page 46.....	444,334.71	1,270,563.44	
From Gifts and Receipts for Designated Purposes.....		109,850.73	
From Allied Corporations for Salaries, etc.....		457,378.06	
From Miscellaneous Sources.....		77,681.83	
TOTAL INCOME.....			\$ 3,454,812.32

EXPENSES

Educational Administration and Instruction.....	\$ 2,453,582.16		
Buildings and Grounds—Maintenance.....	399,244.28		
Library.....	124,249.88		
Business Administration of the Corporation:			
Salaries and Office Expenses.....	64,770.49		
Insurance, etc. on Academic Buildings.....	26,657.42	91,427.91	
Annuities.....		33,967.50	
Interest on Corporate Debt, Notes, etc.....		170,125.85	
Total Expenses, Exclusive of Provision for Redemption Fund.....			3,272,597.58
Balance, being Excess of Income over Expenses before providing for Redemption Fund			182,214.74
Deduct: Amount transferred to Redemption Fund for retirement of 4% Mortgage Bonds.....			100,000.00
Balance, being Excess of Income over Expenses for Maintenance for fiscal year ended June 30th, 1919, after providing for Redemption Fund.....			82,214.74

INCOME OF THE CORPORATION, YEAR ENDING JUNE 30, 1919

FROM STUDENTS:

Fees:

Morningside:

University.....	\$ 20,490.95	
Late Registration.....	1,305.00	
Tuition.....	291,608.30	
Graduation.....	17,920.00	
Entrance and Special Examination.	2,980.00	
Locker.....	81.00	
Rooms in Residence Halls.....	161,315.51	
Allowances by U. S. Government for Tuition, Subsistence, Housing and use of Buildings and Equipment.	377,126.76	872,827.52

Medical School:

University.....	4,600.00	
Late Registration.....	15.00	
Tuition.....	105,730.40	
Graduation.....	3,450.00	
Examinations.....	365.00	
Degree.....	825.00	114,985.40

Summer Session:

Morningside.....	\$ 234,483.38	
Less Teachers Col- lege Proportion...	104,809.00	129,674.38
Medical School.....	4,725.00	
Camp Columbia:		
Summer Course in Surveying....	3,511.00	
Excursions.....	1,494.00	139,404.38
Extension Teaching.....	348,153.85	
School of Business.....	15,254.60	
Institute of Arts and Sciences.....	26,388.90	389,797.35
		\$1,517,014.65

Other Charges:

Morningside		
Supplies and Materials furnished to students.....	21,480.46	
Electric Light and Breakage.....	240.68	
Chemical Engineering Laboratory .	375.00	22,096.14

Medical School:

Supplies and Materials furnished to Students.....		227.42	22,323.56
--	--	--------	-----------

FROM ENDOWMENT:

Rents:

Upper and Lower Estates 1918-19 ..	662,268.58
620 Fifth Avenue.....	21,849.96
407 West 117th Street.....	1,155.36
421 West 117th Street.....	1,172.04
431 West 117th Street.....	1,253.81
433 West 117th Street.....	1,230.12

Carried forward..... \$1,539,338.21

Brought forward.....			\$1,539,338.21
83 Barclay Street.....	2,140.03		
72 Murray Street.....	1,712.88		
2 West 50th Street.....	708.33		
6 West 51st Street.....	665.00		
18 East 16th Street.....	3,500.00	697,656.11	

INCOME FROM INVESTMENTS IN PERSONAL PROPERTY:

Interest:

On General Investments.....	62,071.72		
On Deposits of General Funds....	1,849.09		
On Loans from Special 1914-15			
Students Loan Fund.....	7.75		
On Loans from Extension Teaching			
Students Loan Fund.....	16.18		
On Notes Receivable.....	196.65		
On Rents.....	847.62		
On Liberty Loan Subscription			
Account.....	310.89		
On 503/11 Broadway.....	26,850.43		
On Crocker Research Building....	960.87	93,111.20	
Investment of Redemption Fund ..		35,461.42	826,228.73

FROM SPECIAL FUNDS..... 444,334.71

FROM GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES..... 109,850.73

FROM PAYMENTS BY ALLIED CORPORATIONS

For Salaries and Annuities:

Teachers College.....	222,855.00		
Barnard College.....	155,195.76		
Carnegie Foundation.....	58,819.27		
Harkness Fund.....	20,508.03	457,378.06	567,228.79

FROM MISCELLANEOUS SOURCES:

Barnard College:

Electric Current.....	828.63		
Steam, Heat and			
Power.....	17,845.86		
Telephone.....	831.75	19,506.24	
Annual Catalogue.....	54.25		
Post Office.....	500.00		
Telephone Service.....	16,739.27		
Income from Tennis Courts.....	340.75		
Consents.....	535.00		
Departmental Receipts.....	4,232.53		
Columbia University Printing Office....	7,294.37		
Commons.....	26,886.96		
27 West 49th Street.....	7.74		
Scholarships.....	125.00		
Law School Gift.....	2.00		
Bursar's Office Sundries.....	1,457.77		77,681.88

\$3,454,812.32

EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
EDUCATIONAL ADMINISTRATION					
Salaries.....	\$126,467.66		113,467.66		13,000.00
Bureau of Supplies.....	13,952.56		13,952.56		
Diplomas.....	4,750.00		4,750.00		
Lectures.....	258.40		258.40		
Columbia University Printing Office.....	46,314.95		46,314.95		
Conduct of Examinations.....	2,199.91		2,199.91		
National Emergency Fund.....	10,168.18		8,940.48		1,227.70
Student Army Training Corps.....	100,982.51		100,982.51		
Women's War Work Committee.....	1,996.27		1,221.13		775.14
President's Emergency Fund.....	7,075.77		2,455.72		4,620.05
Columbia Service Bureau in Paris.....	8,238.04				8,238.04
President's Fund.....	7,500.00		7,500.00		
U. S. Navy Gas Engine School.....	27,000.00		27,000.00		
United States Signal Corps, Radio School.....	40,775.55		40,775.55		
Printing.....	14,998.94		14,498.94	500.00	
Public Ceremonies.....	1,500.00		1,500.00		
University Quarterly.....	1,250.00		1,250.00		
Alumni Records.....	1,494.13		1,494.13		
Research Fund.....	1,578.54		1,578.54		
Office of Appointments: Postage, Printing and Miscellaneous.....	2,700.00		2,700.00		
Committee on Undergraduate Admissions: Preparation and Rating of Examination Books.....	1,092.73		1,092.73		
Office Expenses.....	5,995.67		5,995.67		
Sexennial Catalogue.....	9.25		9.25		

Special 1914-15 Students Loan Fund.....	100.00		100.00		
University Medical Officer:					
Supplies.....	978.72		978.72		
Roosevelt Professorship Fund.....	4,829.69			4,829.69	
		434,207.47			
COLUMBIA HOUSE					
Salaries.....	400.00			400.00	
Maintenance.....	1,046.88		834.38	212.50	
		1,446.88			
MAISON FRANCAISE					
Maintenance.....	2,242.94				2,242.94
Bulletin.....	249.09				249.09
		2,492.03			
AGRICULTURE					
Special Equipment Fund.....	428.58				428.58
Greenhouse.....	567.42				567.42
		996.00			
ANTHROPOLOGY					
Salaries.....	6,275.00		3,966.91	808.09	1,500.00
Departmental Appropriation.....	12.59		12.59		
Research Fund.....	750.00				750.00
Research on the Indians of British Columbia.....	1,224.95				1,224.95
		8,262.54			
ARCHITECTURE					
Salaries.....	21,319.96		16,019.96	5,300.00	
Departmental Appropriation.....	695.51		695.51		
For Drawing and Modeling.....	1,289.22		1,289.22		
Multigraphing.....	14.55			14.55	
Publications.....	400.00		400.00		
		23,719.24			
<i>Carried forward</i>		\$471,124.16	\$424,235.42	\$12,064.83	\$34,823.91

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$471,124.16	\$424,235.42	\$12,064.83	\$34,823.91
ASTRONOMY					
Salaries.....	4,780.00	.....	4,780.00	.....	.....
Departmental Appropriation.....	46.43	.....	.....	46.43	.....
Observatory: For Apparatus.....	12.75	.....	.....	12.75	.....
		4,839.18	.....	.....	.....
BOTANY					
Salaries.....	20,962.50	.....	11,862.50	.....	9,100.00
Departmental Appropriation.....	898.72	.....	.....	898.72	.....
Gardener	800.00	.....	800.00	.....	.....
		22,661.22	.....	.....	.....
CHEMICAL ENGINEERING					
Engineering Chemistry Salaries.....	10,950.00	.....	10,950.00	.....	.....
Electro-Chemistry Salaries	150.00	.....	150.00	.....	.....
Laboratory Assistantships	300.00	.....	300.00	.....	.....
Laboratory Servants.....	2,500.00	.....	2,500.00	.....	.....
Necessary Equipment	1,695.49	.....	1,695.49	.....	.....
Laboratory Costs.....	2,190.00	.....	2,190.00	.....	.....
Research Equipment.....	875.00	.....	875.00	.....	.....
C. F. Chandler Fund.....	51.88	.....	.....	.....	51.88
		18,712.37	.....	.....	.....

CHEMISTRY					
General and Inorganic: Salaries.....	28,140.40	28,144.10			
Organic: Salaries.....	5,200.02	5,200.02			
Physical: Salaries.....	3,000.00	3,000.00			
Analytical: Salaries.....	2,250.00	2,250.00			
Food: Salaries.....	4,000.00	3,000.00			1,000.00
Barnard: Salaries.....	7,500.00	7,500.00			7,500.00
Laboratory Assistantships.....	970.66	970.66			
Laboratory Servants.....	3,612.00	3,612.00			
Breakage and Supplies.....	25,491.67	25,491.67			
Laboratory Costs.....	17,551.25	17,551.25			
	97,719.70				
	1,262.61			1,262.61	
CHINESE					
Purchase of Books.....					
CIVIL ENGINEERING					
Salaries.....	10,100.00	4,800.00		5,300.00	
Departmental Appropriation.....	59.11			59.11	
For Research.....	249.91			249.91	
Testing Laboratory.....	6,295.55				6,295.55
	16,704.57				
CLASSICAL PHILOLOGY					
Salaries.....	36,900.00	23,200.00			13,700.00
Greek: American School at Athens.....	250.00	250.00			
Latin: American School at Rome.....	250.00	250.00			
Drisler Fund.....	201.95			201.95	
Departmental Appropriation.....	42.26	42.26			
	37,644.21				
	\$670,668.02	\$578,100.37		\$20,096.31	\$72,471.34
<i>Carried forward.....</i>					

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$670,668.02	\$578,100.37	\$20,096.31	\$72,471.34
ECONOMICS					
Salaries.....	27,188.94	.....	17,276.47	800.00	9,112.47
Departmental Appropriation.....	996.70	.....	996.70	.....	.....
Equipment.....	249.00	.....	249.00	.....	.....
		28,434.64			
ELECTRICAL ENGINEERING					
Salaries.....	9,499.99	.....	9,499.99	.....	.....
New Equipment.....	52.76	.....	52.76	.....	.....
		9,552.75			
ENGINEERING DRAUGHTING					
Salaries.....	7,600.00	.....	7,600.00	.....	.....
Drawing Appropriation.....	132.92	.....	.....	132.92	.....
		7,732.92			
ENGLISH AND COMPARATIVE LITERATURE					
Salaries.....	65,398.28	.....	39,698.28	5,000.00	20,700.00
Departmental Appropriation.....	199.21	.....	199.21	.....	.....
		65,597.49			
EXTENSION TEACHING					
Salaries.....	10,000.00	.....	10,000.00	.....	.....
Administration and Instruction.....	267,635.42	.....	267,635.42	.....	.....
Courses in International Relations.....	300.00	.....	.....	.....	300.00

Dental School Equipment.....	224.75						224.75
Institute of Arts and Sciences.....	26,091.07		26,091.07				
		304,248.24					
GEOGRAPHY							
Salaries.....		400.00		400.00			
GEOLOGY							
Salaries.....	16,125.00		8,575.00		4,000.00		3,550.00
Departmental Appropriation.....	1,124.97		497.47		500.00		127.50
Summer Course.....	200.00		200.00				
Crosby Collection of Lantern Slides.....	70.12				70.12		
		17,520.09					
GERMANIC LANGUAGES							
Salaries.....	19,999.98		13,224.98		825.00		5,950.00
Departmental Appropriation.....	45.11		45.11				8.10
Collegiate German Study Fund.....	8.10						
		20,053.19					
HISTORY							
Salaries.....	44,499.96		32,199.96				12,300.00
Departmental Appropriation.....	298.76		298.76				
		44,798.72					
INDO-IRANIAN LANGUAGES							
Salaries.....	6,175.00		5,000.00		675.00		500.00
Departmental Appropriation.....	50.00		50.00				
		6,225.00					
<i>Carried forward.</i>		\$1,175,231.06	\$1,017,890.55	\$32,099.35		\$125,241.16	

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$1,175,231.06	\$1,017,890.55	\$32,099.35	\$125,241.46
JOURNALISM					
Salaries.....	24,100.00	.....	.....	24,100.00	.....
Lectures.....	595.13	.....	.....	595.13	.....
Equipment.....	599.62	.....	.....	599.62	.....
Supplies.....	997.39	.....	.....	997.39	.....
Newspaper Clippings.....	750.00	.....	.....	750.00	.....
Laboratory Costs.....	600.00	.....	.....	600.00	.....
		27,642.14			
LAW SCHOOL					
Salaries.....	50,725.00	.....	22,225.00	28,500.00	.....
Departmental Appropriation.....	274.75	.....	274.75	.....	.....
		50,999.75			
MATHEMATICS					
Salaries.....	39,900.00	.....	30,400.00	.....	9,500.00
Departmental Appropriation.....	74.18	.....	74.18	.....	.....
Equipment of Laboratory.....	48.61	.....	3.79	.....	44.82
Promotion of Honor Work.....	28.76	.....	.....	.....	28.76
		40,051.55			
MECHANICAL ENGINEERING					
Salaries.....	16,313.90	.....	16,313.90	.....	.....
New Machinery and Tools.....	1,139.77	.....	.....	.....	1,139.77
		17,453.67			

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$1,415,315.23	\$1,142,096.05	\$114,681.38	\$158,537.80
PHYSICS (Experimental)					
Salaries.....	21,685.87		21,085.87	600.00	
Departmental Appropriation.....	377.93			377.93	
Equipment.....	383.62		383.62		
Equipment of Laboratory for Measurement of Heat and Light.....	474.61			474.61	
Research Apparatus.....	791.97		791.97		
Research Laboratory.....	2,195.87				2,195.87
Research in War Problems.....	3,597.38				3,597.38
		29,507.25			
PHYSICS (Mathematical)					
Salaries.....	8,533.32		8,533.32		
Apparatus.....	100.00			100.00	
Departmental Appropriation.....	51.42		51.42		
		8,684.74			
PHYSICS (Barnard)					
Salaries.....		5,400.00			5,400.00
PUBLIC LAW AND JURISPRUDENCE					
Salaries.....	32,000.00		22,475.19	5,324.81	4,200.00
Departmental Appropriation.....	55.13		55.13		
Legislative Drafting Research Fund.....	3,566.06				3,566.06
		35,621.19			

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$1,568,933.11	\$1,367,384.56	\$130,738.42	\$190,610.57
Insurance.....	388.26	.....	388.26	.....	.....
Military Training.....	4,267.56	124,456.26	.....	.....	4,267.56
ZOOLOGY					
Salaries.....	36,450.00	.....	23,378.71	3,571.29	9,500.00
Departmental Appropriation.....	2,647.70	39,097.70	.....	2,647.70	.....
College of Physicians and Surgeons					
ADMINISTRATION					
Salaries.....	10,240.00	.....	9,830.00	410.00	.....
Alcohol.....	539.47	.....	539.47	.....	.....
Office Supplies and Sundries.....	1,000.00	.....	1,000.00	.....	.....
Printing and Distribution of Announcements.....	2,360.00	.....	2,360.00	.....	.....
		14,139.47			
ANATOMY					
Salaries.....	26,520.00	.....	26,520.00	.....	.....
Departmental Appropriation.....	5,477.00	.....	5,477.00	.....	.....
Preparator in Histology and Embryology.....	1,200.00	.....	1,200.00	.....	.....
		33,197.00			

BACTERIOLOGY						
Salaries.....	6,672.53	.....	6,672.53	.....	.....	.....
Departmental Appropriation.....	2,999.56	.....	2,999.56	.....	.....	.....
		9,672.09				
BIOLOGICAL CHEMISTRY						
Salaries.....	8,100.00	.....	7,500.00	.....	.....	600.00
Departmental Appropriation.....	3,370.66	.....	3,370.66	.....	.....	.....
		11,470.66				
CLINICAL INSTRUCTION						
Salaries.....		4,900.00	4,900.00	.....	.....	.....
CROCKER FUND						
Salaries.....	36,200.00	.....	36,200.00	.....	.....	.....
Departmental Appropriation.....	23,143.13	.....	23,143.13	.....	.....	.....
		59,343.13				
DISEASES OF CHILDREN						
Salaries.....		3,475.00	1,475.00	.....	.....	.....
GYNECOLOGY						
Salaries.....	3,783.24	.....	3,783.24	.....	.....	.....
Departmental Appropriation.....	10.00	.....	10.00	.....	.....	.....
		3,793.24				
HYGIENE AND PREVENTIVE MEDICINE						
Salaries.....	1,200.00	.....	1,200.00	.....	.....	.....
Departmental Appropriation.....	33.00	.....	33.00	.....	.....	.....
		1,233.00				
NEUROLOGY						
Salaries.....	5,950.00	.....	5,950.00	.....	.....	.....
Equipment and Supplies.....	498.48	.....	498.48	.....	.....	.....
		6,448.48				
<i>Carried forward</i>		\$1,880,159.14	\$1,476,470.47	\$198,710.54		\$204,978.13

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$1,880,159.14	\$1,476,470.47	\$198,710.54	\$204,978.13
OBSTETRICS					
Salaries.....	3,975.00	.....	3,850.00	125.00	.....
For Pathological Work.....	500.00	.....	.....	500.00	.....
		4,475.00	.....	.....	.....
PATHOLOGY					
Salaries.....	18,325.02	.....	14,025.10	.....	4,299.92
Supplies.....	3,199.41	.....	3,199.41	.....	.....
Apparatus.....	148.78	.....	148.78	.....	.....
		21,673.21	.....	.....	.....
PHARMACOLOGY					
Salaries.....	6,350.00	.....	5,410.00	.....	940.00
Departmental Appropriation.....	1,499.74	.....	949.74	.....	550.00
Special Instrument Fund.....	1,118.15	.....	.....	.....	1,118.15
		8,967.89	.....	.....	.....
PHYSIOLOGY					
Salaries.....	15,980.91	.....	15,980.91	.....	.....
Departmental Appropriation.....	2,499.92	.....	2,499.92	.....	.....
Lee Fund.....	174.49	.....	.....	174.49	.....
Wheeler Fund.....	152.20	.....	.....	152.20	.....
		18,807.52	.....	.....	.....
PRACTICE OF MEDICINE					
Salaries.....	27,616.64	.....	18,608.53	.....	9,008.11
Laboratory Appropriation—Clinical Pathology.....	1,299.97	.....	1,299.97	.....	.....
Metabolism Clinic Equipment.....	835.00	.....	835.00	.....	.....

Departmental Appropriation.....	1,552.33	.....	1,552.33	.....
Medical Ethics.....	100.00	.....	100.00	.....
SURGERY				
Salaries.....	25,400.02	.....	14,900.02	10,500.00
Departmental Appropriation.....	4,109.24	.....	3,401.39	707.85
Helpers.....	830.00	.....	.....	830.00
Surgical Research.....	840.00	.....	.....	840.00
Supplies Research Laboratory.....	3,254.42	.....	.....	3,254.42
Assistance Research Laboratory.....	3,450.00	.....	.....	3,450.00
Instruction in Surgical Research Laboratory.....	1,140.00	.....	.....	1,140.00
William T. Bull Memorial Fund.....	1,316.56	.....	1,316.56	.....
Polomyelitis Research Fund.....	210.30	.....	.....	210.30
Special Photograph Fund.....	3,000.00	.....	.....	3,000.00
	43,550.54	.....	.....	.....
HOSPITAL INSTRUCTION				
For Medical and Surgical Instruction to Fourth Year Students.....	1,637.50	.....	1,637.50	.....
SLOANE HOSPITAL				
VANDERBILT CLINIC				
TEACHERS COLLEGE				
Salaries.....	33,928.86	.....	33,928.86	.....
	5,650.00	.....	5,650.00	.....
	218,855.00	.....	.....	218,855.00
EAST RIVER HOMES GIFT				
To be applied toward the work in Tuberculosis at the College of Physicians and Surgeons.....	8,500.00	.....	.....	8,500.00
Miscellaneous				
PRACTICAL PENAL PROBLEMS 1917-1918.....	1,050.00	.....	.....	1,050.00
RETIRING ALLOWANCES.....	54,540.03	.....	5,862.59	48,677.44
WIDOWS' ALLOWANCES.....	11,842.37	.....	1,700.54	10,141.83
<i>Carried forward</i>	\$2,345,041.00	.....	\$1,572,432.20	\$532,051.15
			\$240,557.65	

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$2,345,041.00	\$1,572,432.20	\$240,557.65	\$532,051.15
FELLOWSHIPS					
Adams—Special—Ernest Kempton Adams Research Fellowship Fund	1,000.00				1,000.00
Cutting	4,333.26			4,333.26	
Drisler	650.00		650.00		
Gilder	1,470.00			1,470.00	
Goldschmidt	670.30			670.30	
Gottsberger	387.50			387.50	
Mitchell	412.50			412.50	
New York Diocesan	500.00				500.00
Proudfit	618.75			618.75	
Scandinavian Special	116.00				116.00
Schiff	618.75			618.75	
		10,777.06			
SCHOLARSHIPS					
Aldrich	187.50			187.50	
Beck	82.50			82.50	
Brooklyn (College)	1,782.00		1,782.00		
Brooklyn (Barnard)	1,800.00		1,800.00		

Burgess (Annie P.)	206.25			206.25	
Burgess (Daniel M.)	197.50			197.50	
Butler (Richard)	175.00			175.00	
Campbell	247.50			247.50	
Class of '48	412.50			412.50	
Class of '92	239.77			239.77	
Collins (Perry McDonough)	7,038.10			7,038.10	
DeWitt	309.38			309.38	
Faculty	6,101.24		6,038.74	62.50	
Faculty Scholarship Fund	9,875.50		9,875.50		
Hall	565.24			565.24	
McClymonds	1,225.00			1,225.00	
President's Scholarship Fund	1,127.00		1,127.00		
Professors (Sons of)	1,254.00		1,254.00		
Pulitzer Scholarship Fund	17,644.84		9,110.00	8,534.84	
Saunders	246.58			246.58	
Schermerhorn	195.13			195.13	
Stuart	236.25			236.25	
State	22,300.00			22,300.00	
Wheeler (John Visscher)	500.00			500.00	
		73,948.78			
PRIZES AND MEDALS					
Alumni Association Prizes	50.00				50.00
Beck Prize	412.51			412.51	
<i>Carried forward</i>		\$2,429,766.84	\$1,604,069.44	\$268,917.76	\$557,242.15

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$2,429,766.84	\$1,604,069.44	\$268,917.76	\$557,242.45
Bunner Prize.....	40.00			40.00	
Butler (Nicholas Murray) Medal.....	22.00			22.00	
Columbia Menorah Prize.....	100.00				100.00
Curtis Medals.....	37.50			37.50	
Einstein Prize.....	200.00			200.00	
Eisberg Prize.....	133.00			133.00	
Illig Medal.....	31.00			31.00	
Montgomery Prize.....	41.25			41.25	
Ordronaux Prize.....	123.75			123.75	
Philolexian Prize.....	18.93			18.93	
Poetry Society Prize.....	500.00				500.00
Pulitzer Prizes.....	6,010.93			6,010.93	
Rolker Prize.....	41.25			41.25	
Toppan Prize.....	165.00			165.00	
Van Amringe Prize.....	206.25			206.25	
Van Buren Mathematical Prize.....	206.25			206.25	
		8,339.62			
	2,631.00			2,631.00	
Devendorf Fellowships.....	268.12			268.12	
Doughty Scholarships.....	552.06			552.06	

FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE COLLEGE OF PHYSICIANS AND SURGEONS

Blumenthal Scholarships.....	2,631.00
Devendorf Fellowships.....	268.12
Doughty Scholarships.....	552.06

DuBois Fellowship.....	1,450.00	.....	.....	.....	1,450.00	.....
Faculty Scholarships.....	860.44	.....	860.44	.....	.....	.....
Harsen Scholarships.....	1,250.00	.....	.....	.....	1,250.00	.....
Hartley Scholarships.....	250.00	.....	.....	.....	250.00	.....
Research Fellowships.....	3,214.08	.....	.....	.....	1,860.00	1,354.08
Vanderbilt Fellowships.....	1,000.00	.....	1,000.00	.....	.....	.....
Additional Fellowships.....	4,000.00	.....	4,000.00	.....	.....	.....
		15,475.70				
		\$2,453,582.16	\$1,609,929.88		\$284,456.05	\$559,196.23

EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
MORNINGSIDE HEIGHTS					
Salaries.....	7,000.00		7,000.00		
Care of Boat House.....	1,964.33		1,964.33		
Boat House, Gould Gift.....	835.90				835.90
Cleaning.....	3,508.82		3,508.82		
Fuel.....	74,288.81		74,288.81		
Furniture and Fixtures.....	805.62		805.62		
Gas and Electricity.....	5,987.49		5,987.49		
Maintenance, General Buildings.....	25,210.81		25,210.81		
Residence Halls.....	70,450.21		70,450.21		
School of Journalism.....	11,112.10			11,112.10	
Planting.....	524.73		524.73		
Post Office.....	1,978.76		1,978.76		
Power House and Janitorial Service.....	69,659.53		69,659.53		
Superintendent's Supplies.....	6,173.12		6,173.12		
Telephone Service.....	17,113.30		17,113.30		
Uniforms.....	600.00		600.00		
Water Rates.....	4,175.00		4,175.00		
Emergency Exits and Elevators.....	600.00		600.00		
Installing Sprinklers.....	1,013.02		1,013.02		
No. 413 West 117th Street.....	159.36		159.36		
No. 415 West 117th Street.....	503.88		503.88		
		\$303,664.79			

MEDICAL SCHOOL

Cleaning.....	950.14	.....	950.14	.....
Departmental Assistance.....	10,787.00	.....	10,787.00	.....
Fuel.....	31,309.23	.....	31,309.23	.....
Furniture and Fixtures.....	499.84	.....	499.84	.....
Gas and Electricity.....	1,746.11	.....	1,746.11	.....
Power House and Janitorial Service.....	19,516.49	.....	19,516.49	.....
Maintenance of Buildings.....	4,658.00	.....	4,658.00	.....
Superintendent's Supplies.....	2,760.00	.....	2,760.00	.....
Water Rates.....	2,512.63	.....	2,512.63	.....
		74,739.44		

GYMNASIUM

Janitorial Service.....	1,970.00	.....	1,970.00	.....
Laundry Service.....	1,300.00	.....	1,300.00	.....
Evening Service.....	835.00	.....	835.00	.....
Furnald Hall:				
Janitorial Service, Athletic Room.....	220.00	.....	220.00	.....
Laundry Service.....	285.04	.....	285.04	.....
		4,610.04		
		10,392.29		

SUMMER SESSION

General Expenses.....			10,392.29
-----------------------	--	--	-----------	-------

MAINTENANCE OF SOUTH AND EAST FIELDS

Special Maintenance.....	274.61	.....	274.61	.....
Attendance and Supplies.....	2,432.32	.....	2,432.32	.....
		2,706.93		

AVERY LIBRARY

PUBLIC CEREMONIES.....			618.87	.....
URGENT REPAIRS.....		1,196.00	1,196.00	.....
REPLACEMENTS IN LIBRARY.....		96.00	96.00	.....
MAPES MEMORIAL GATE.....		15.85	15.85	.....
		1,204.07	1,204.07	.....

	\$399,244.28	\$11,730.97	\$835.90
--	--------------	-------------	----------

EXPENSES—LIBRARY

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
EXPENSES—LIBRARY					
Salaries	58,996.41		55,379.71	2,416.70	1,200.00
Emergencies	1,070.04		1,070.04		
Purchases of Books and Serials	8,511.53		8,370.81		140.72
Binding	5,500.04		5,500.04		
Printed Catalogue Cards	658.42		658.42		
Incidentals	4,863.95		4,400.00		463.95
		79,600.39			
PURCHASES FROM SPECIAL FUNDS					
Barnard Library Fund	2,108.02			2,108.02	
Cotheal Fund	268.00			268.00	
Currier Fund	1,385.67			1,385.67	
Schurz Fund	34.22			34.22	
		3,795.91			
PURCHASES FROM GIFTS, ETC.					
Adams Gift	200.00				200.00
Chinese Bookbinding Fund	191.29				191.29
Crane, (Charles R.) Fund	2.45				2.45
Loeb Fund	207.10				207.10
Low Fund	182.56				182.56
Committee of Fifty Fund	5.62				5.62
		789.02			

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$117,136.00	\$92,571.59	\$24,282.53	\$3,080.21
Newspapers.....	458.37	.....	.....	458.37	.....
Equipment.....	403.29	.....	.....	403.29	.....
Incidentals.....	13.86	.....	.....	13.86	.....
		3,673.85	.....	.....	.....
MEDICAL SCHOOL LIBRARY					
Library Staff.....	1,113.48	.....	1,113.48	.....	.....
Books and Binding.....	1,525.21	.....	1,525.21	.....	.....
E. H. Janeway Library Endowment Fund.....	684.89	.....	.....	684.89	.....
Surgical Journals.....	116.45	.....	.....	.....	116.45
		3,440.03	.....	.....	.....
		\$124,249.88	\$95,210.28	\$25,842.94	\$3,196.66

EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Salaries.....	51,452.50	.....	47,452.50	.....	4,000.00
Attorney's Office Expenses.....	1,812.36	.....	1,812.36	.....	.....
Clerk's Office, Sundries.....	1,996.96	.....	1,996.96	.....	.....
Treasurer's Office, Sundries.....	1,073.27	.....	1,033.27	40.00	.....
Auditing Accounts.....	1,500.00	.....	1,500.00	.....	.....
Special Corporation Expenses.....	3,311.83	.....	3,311.83	.....	.....
Office Rent.....	2,124.99	.....	2,124.99	.....	.....
116th Street Tunnels—Franchises.....	577.00	.....	577.00	.....	.....
Insurance.....	25,203.02	89,051.93	25,203.02	.....	.....
Taxes:					
Chaplain's House (413 West 117th Street).....	432.80	.....	432.80	.....	.....
Dean's House (415 West 117th Street).....	444.60	877.40	444.60	.....	.....
Membership in Hospital Bureau of Purchases and Supplies.....	.....	450.00	450.00	.....	.....
Loss on Sale of Real Estate:					
3 and 5 West 50th Street.....	59.34	.....	59.34	.....	.....
69 West 49th Street.....	424.83	.....	424.83	.....	.....
54 West 50th Street.....	193.58	677.75	193.58	.....	.....
Adjustment of Cash.....	.....	370.83	370.83	.....	.....
		\$91,427.91	\$87,387.91	\$40.00	\$4,000.00

EXPENSES—ANNUITIES

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
John W. Burgess Fund.....	4,000.00			4,000.00	
Edward R. Carpenter Fund.....	2,700.00			2,700.00	
H. W. Carpenter Fund.....	4,687.50			4,687.50	
W. Bayard Cutting, Jr. Fellowship Fund.....	600.00			600.00	
Furnald Hall Fund.....	17,500.00		17,500.00		
Seidl Fund.....	480.00			480.00	
Waring Fund.....	4,000.00			4,000.00	
		33,967.50			
		\$33,967.50	\$17,500.00	\$16,467.50	

INTEREST ACCOUNT

INTEREST PAID:

On Corporate Debt.....	\$120,000.00
On Temporary Loans.....	17,967.02
On Loubat Annuity Mortgage.....	20,160.00
On Medical School New Site.....	11,250.00
On Deposits.....	748.83
	<hr/>
	\$170,125.85

DEDUCT INTEREST RECEIVED AS FOLLOWS:

Gaillard Loubat Library Endowment Fund	\$26,850.43	
George Crocker Research Fund	960.87	27,811.30
	<hr/>	
		\$142,314.55
		<hr/> <hr/>

BALANCE SHEET AT JUNE 30, 1919

ASSETS	General Funds	Special Funds	Total
Cash at Banks and on hand	\$ 143,215.47	\$ 265,163.84	\$ 408,379.31
Notes Receivable.....	84,442.16		84,442.16
Accounts Receivable:			
Sundry Debtors less Reserve.....	\$ 102,526.88		
Students' Fees Receivable less Re- serve.....	2,597.60		
Arrears of Rent.....	38,130.20		
	<u>143,254.68</u>		143,254.68
Loans to Students.....	1,970.92	31,080.06	33,050.98
Liberty Bonds held for account of			
Employees' Subscriptions.....	44,700.00		
LESS: Amount paid by Employees .	<u>23,155.72</u>		
	21,544.28		21,544.28
Inventories of Materials and Supplies.....	58,314.52		58,314.52
Prepaid Insurance.....	40,226.43		40,226.43
Advances against future appropriations.....	108,498.42		108,498.42
Advances on account of Income of Special Funds.....		79,819.38	79,819.38
Securities Owned—Book Value.....	1,203,656.31	13,609,673.48	14,813,329.79
Real Estate:			
Academic Properties:			
University Land, Buildings and Equipment, Morningside —			
Book Value ...	\$14,980,430.57		
Medical School—			
Book Value ...	1,021,809.46		
Camp Columbia, Morris, Conn. —			
Book Value ...	39,765.27		
	<u>16,042,005.30</u>		
Rental Properties:			
Upper and Lower Estates-1916 As- sessed Valuation	19,740,500.00		
Upper and Lower Estates - Build- ings and Leases Purchased, in- cluding Carrying Charges.....	165,488.23	293,453.05	
Other Property, including Carry- ing Charges.....	1,121,583.97	21,027,572.20	37,069,577.50
	<u>21,027,572.20</u>		37,363,030.55
Investment of Redemption Fund:			
Invested in Securities.....	892,282.50		
Cash at Bank.....	7,717.50	900,000.00	900,000.00
	<u>900,000.00</u>		
Due from General Funds, per Contra.....		263,857.88	263,857.88
	<u>\$39,774,700.69</u>	<u>\$14,543,047.69</u>	<u>\$54,317,748.38</u>

BALANCE SHEET AT JUNE 30, 1919

LIABILITIES, FUNDS, RESERVES AND CAPITAL	General Funds	Special Funds	Total
Notes Payable.....	\$ 225,000.00		\$ 225,000.00
Accounts Payable:			
Bank Overdraft.....	\$ 24,543.41		
Sundry Creditors.....	76,806.15		
Students' Fees and Deposits Re- ceived in Advance.....	42,485.95	143,835.51	143,835.51
Unexpended Income.....		369,997.33	369,997.33
Unexpended Gifts and Receipts for Designated Purposes.....		98,026.41	98,026.41
Deferred Credits.....	524.21		524.21
Reserves for Purchase of Equipment.....	29,126.46		29,126.46
Mortgages on New York City Property:			
On Medical School—New Site	250,000.00		
On Loubat Fund Property	448,000.00	698,000.00	698,000.00
Columbia College 4% Mortgage Bonds.....	3,000,000.00		3,000,000.00
Due to Special Funds, per Contra.....	263,857.88		263,857.88
Funds (Principal):			
Permanent—For Purchase of Land and Erection of Buildings.....	8,113,706.72		8,113,706.72
Special Funds.....		14,039,135.99	14,039,135.99
Students' Loan.....		35,887.96	35,887.96
Capital Account.....	26,400,649.91		
Principal of Redemption Fund.....	900,000.00		27,300,649.91

\$39,774,700.69 \$14,543,047.69 \$54,317,748.38

CAPITAL ACCOUNT AS AT JUNE 30, 1919

Balance at July 1st, 1918, as per Books.....		\$26,933,764.13
ADJUSTMENTS:		
DEDUCT:		
Amount set aside out of Income for the eight years ended June 30th, 1918, on the basis of \$100,000.00 per annum as Principal of Redemption Fund for retirement of Columbia College 4% Mortgage Bonds.....		800,000.00
Expense re Plans for Stadium incurred in 1911.....		1,203.00
		<hr/>
		801,203.00
LESS: Gifts received on account of Deficit 1917-1918.....	110,960.00	
Allowances by U. S. Government for use of Buildings and Equipment covering period to June 30th, 1918.....	60,000.00	
Amount reserved at June 30th, 1918, in excess of actual loss on sale of Columbia University Printing Office Machinery and Equipment.....	14,914.04	185,874.04
		<hr/>
Net Adjustments.....		615,328.96
		<hr/>
BALANCE AT JULY 1st, 1918, AS ADJUSTED.....		26,318,435.17
ADD: Excess of Income over Expenses for maintenance for fiscal year ended June 30th, 1919.....		82,214.74
		<hr/>
BALANCE AT JUNE 30th, 1919.....		\$26,400,649.91
		<hr/> <hr/>

STUDENTS LOAN FUNDS

	Principal	Loans	Balance
Blumenthal, Jr.....	6,367.64	7,872.00	1,504.36 Dr
Class of 1879 School of Mines.....	3,702.38	1,207.50	2,494.88
Class of 1886.....	534.69	524.25	10.44
Class of 1887.....	7,753.47	3,523.79	4,229.68
Class of 1904.....	1,018.72	915.15	103.57
Extension Teaching.....	1,000.00	1,826.00	826.00 Dr
Law School.....	79.50	106.50	27.00 Dr
Payne.....	2,273.81	2,239.00	34.81
Shoemaker.....	2,254.43	2,163.98	90.45
Special 1914-1915.....		1,970.92	1,970.92 Dr
Students.	10,903.32	10,701.89	201.43
	<hr/>	<hr/>	<hr/>
	\$35,887.86	\$33,050.98	\$7,165.26 Cr
			\$4,328.28 Dr

LINGLEY, BAIRD & DIXON

ACCOUNTANTS AND AUDITORS

RICHARD T. LINGLEY, C.P.A.
 JOHN J. BAIRD, C.A.
 FRANK E. DIXON, F.C.A.

CABLE ADDRESS "AUDITORS" NEW YORK

Members of the American Institute of Accountants

NO. 120 BROADWAY (EQUITABLE BUILDING)

NEW YORK, OCTOBER 29TH, 1919

CERTIFICATE

We have examined the books and records of the Treasurer of Columbia University for the fiscal year ending June 30th, 1919, and we are satisfied as to the general correctness of the accounts. The cash at banks and on hand has been verified by us and the securities representing the invested funds have either been produced to us or verified by certificates received by us from the depositaries. The Income receivable from invested funds and all other income shown by the books of the University has been duly accounted for and payments therefrom have been sufficiently vouched.

The securities owned are carried either at their purchase price or at the market value at the date of their acquisition by gift.

The real estate and buildings owned by the University are carried at book values which we believe to be conservative. No reserves are provided for depreciation on buildings and their equipment.

On the basis stated above we hereby certify that the Balance Sheet submitted herewith is in accordance with the books, and in our opinion, fairly states the financial condition of the University at June 30th, 1919.

LINGLEY, BAIRD & DIXON,
Accountants and Auditors.

ARREARS OF RENT, JUNE 30, 1919

Arrears of Rent 1913-1914.....		\$1,908.00
Arrears of Rent 1914-1915.....		1,908.00
Arrears of Rent 1915-1916.....		1,908.00
Arrears of Rent 1916-1917.....		1,204.00
Arrears of Rent 1917-1918.....	\$13,382.00	
Collected in 1918-1919.....	9,407.50	3,974.50
<hr/>		
Rents Receivable from Upper & Lower Estates 1918-1919	662,268.58	10,902.50
Collected in 1918-1919.....	635,040.88	27,227.70
<hr/>		
		\$38,130.20
<hr/>		
200-200A Barclay Street, 6 months' rent to May 1, 1919.....		1,300.00
201-201A Barclay Street, 6 months' rent to May 1, 1919.....		1,250.00
70 Murray Street, 6 months' rent to May 1, 1919		525.00
219-20 Greenwich Street, 6 months' rent to May 1, 1919.....		1,250.00
65 West 48th Street, 12 months' rent to May 1, 1919 (balance) .		1,273.50*
46 West 49th Street, 6 months' rent to May 1, 1919.....		735.00
64 West 49th Street, 6 months' rent to May 1, 1919.....		931.88
68 West 49th Street, 18 months' rent to May 1, 1919.....		2,587.50
17 West 49th Street, 12 months' rent to May 1, 1919.....		2,905.00*
35 West 49th Street, 6 months' rent to May 1, 1919.....		1,111.00
37 West 49th Street, 6 months' rent to May 1, 1919.....		1,146.50
51 West 49th Street, 12 months' rent to May 1, 1919.....		1,776.00
57 West 49th Street, 18 months' rent to May 1, 1919.....		2,533.50
36 West 50th Street, 6 months' rent to May 1, 1919.....		958.00
44 West 50th Street, 18 months' rent to May 1, 1919.....		2,716.50*
3 West 50th Street, 6 months' rent to May 1, 1919.....		1,541.48
5 West 50th Street, 6 months' rent to May 1, 1919.....		1,250.00
19 West 50th Street, 42 months' rent to May 1, 1919.....		6,678.00*
21 West 50th Street, 6 months' rent to May 1, 1919.....		1,102.50
35 West 50th Street, 6 months' rent to May 1, 1919.....		901.50
65 West 50th Street, 18 months' rent to May 1, 1919.....		2,586.00
34 West 51st Street, 6 months' rent to May 1, 1919.....		1,028.00
69 West 49th Street, 6 months' rent to May 1, 1919 (balance)..		43.34
<hr/>		
		\$38,130.20†
<hr/>		

* In litigation.

† This amount has been reduced since June 30th to \$12,788.84.

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1919

	Debit Balances, June 30, 1918	Credit Balances, June 30, 1918	Received 1918-1919	Total Credits	Expended 1918-1919	Debit Balances, June 30, 1919	Credit Balances, June 30, 1919
Adams Fund.....		4,176.33	2,100.00	6,276.33			6,276.33
Aldrich Scholarship Fund.....		206.25	206.25	412.50	187.50		225.00
Anonymous Fund for Church and Choral Music	12,370.86		3,815.63	Dr-8,555.23	5,040.00	13,595.23	
Art Professorship Fund.....		4,605.60	3,173.20	7,778.80			7,778.80
Very Architectural Library Fund.....		1,096.23	2,037.50	3,133.73	2,301.92		831.81
Barnard Fellowship Fund.....		934.98	412.50	1,347.48			1,347.48
Barnard Library Fund.....		2,201.36	2,454.45	5,325.37	(¹) 2,148.02		3,177.35
Barnard (Margaret) Fund.....			669.56				
Beck Prize Fund.....		245.03	330.00	575.03	412.51		162.52
Beck Scholarship Fund.....			82.50	82.50	82.50		
Beer Lecture Fund.....		4,166.39	412.50	4,578.89			4,578.89
Bennett Prize Fund.....		46.00	41.25	87.25			87.25
Bergh Fund.....		10,510.89	4,125.00	14,635.89	6,177.75		8,458.14
Blumenthal Endowment Fund.....		2,948.68	5,750.00	8,698.68	4,031.00		4,667.68
Brightam Fellowship Fund.....			901.28	901.28			901.28
Building Construction Fund.....			64,848.34	64,848.34	(¹³) 64,848.34		
Bunner Prize Fund.....			51.44	51.44	40.00		11.44
Burgess (Annie P.) Fund.....			2,613.81	2,613.81			
Burgess (Annie P.) Scholarship Fund.....		100.00	206.25	306.25	206.25		100.00
Burgess (Daniel M.) Scholarship Fund.....		339.00	206.25	545.25	197.50		347.75
Burgess (John W.) Fund.....	67.86		4,000.00	3,932.14	(¹⁵) 4,022.22	90.08	
Butler Scholarship Fund.....			223.76	223.76	175.00		48.76
Butler (N. M.) Medal Fund.....	29.72		123.75	94.03	22.00		72.03
Campbell Scholarship Fund.....			247.50	247.50	247.50		
Carpentier (E. R.) Fund.....	841.81		10,312.50	9,470.69	9,470.69		3,937.02
Carpentier (H. W.) Fund.....			8,624.52	8,624.52	4,687.50		
Carpentier (J. S.) Fund.....		47,536.10	12,375.00	59,911.10	30,664.78		29,246.32

Center Fund.....	127.14	7,344.42	7,471.56	(16) 7,588.32	116.76	.....
Joseph P. Chamberlain Endowment Fund...	775.00	7,500.00	8,275.00	7,500.00	.....	775.00
Chandler (C. F.) Fund.....	.....	303.04	303.04	.....	.....	303.04
Chanler Prize Fund.....	.....	44.85	44.85	.....	.....	44.85
Chapel Music Fund.....	.....	43.28	43.28	.....	.....	43.28
Class of 1848 Scholarship Fund.....	92.44	412.50	504.94	412.50	.....	92.44
Class of 1885 Mines Fund.....	.....	435.58	435.58	.....	.....	435.58
Class of 1888 Mines Fund.....	16.50	33.00	33.00	.....	.....	33.00
Class of 1889 Medal Fund.....	63.60	20.62	84.22	.....	.....	84.22
Class of 1892 Arts and Mines Fund.....	289.41	272.25	561.66	239.77	.....	321.89
Class of 1901 Decennial Fund.....	2.70	57.45	60.15	.....	.....	60.15
Class of 1905 Fund.....	25.23	45.03	70.26	.....	.....	70.26
Collins, (Perry McDonough) Fund.....	.....	20,730.45	20,730.45	7,038.10	.....	13,692.35
Columbia Fellowship Fund.....	3,243.18	536.25	3,779.43	.....	.....	3,779.43
Columbia House Fund.....	.....	715.63	715.63	(3) 715.63	.....	.....
Columbia Hudson-Fulton Prize Fund.....	82.50	41.25	123.75	.....	.....	123.75
Columbia University Football Assoc'n Fund.....	.....	290.31	290.31	.....	.....	290.31
Convers Prize Fund.....	.....	54.13	54.13	.....	.....	54.13
Cotheal Fund.....	.....	702.28	702.28	268.00	.....	434.28
Crocker Research Fund.....	32,045.48	73,356.50	105,401.98	(19) 64,343.13	.....	41,058.85
Crosby Collection of Lantern Slides Fund.....	48.53	70.15	118.68	70.12	.....	48.56
Currier Fund.....	2,419.19	2,062.50	4,481.69	1,385.67	.....	3,096.02
Curtis Fellowship Fund.....	581.38	412.50	993.88	.....	.....	993.88
Curtis Medal Fund.....	193.02	53.63	246.65	37.50	.....	209.15
Cutting Fund.....	10,358.41	8,000.00	18,358.41	4,333.26	.....	14,025.15
Cutting, Jr., Fellowship Fund.....	.....	600.00	600.00	600.00	.....	.....
Da Costa Professorship Fund.....	.....	3,571.29	3,571.29	3,571.29	.....	.....
Darling Prize Fund.....	.....	43.90	43.90	.....	.....	43.90
Dean Lung Fund.....	5,018.23	9,330.75	14,348.98	1,262.61	.....	13,086.37
Deutscher Verein Prize Fund.....	.....	41.25	41.25	.....	.....	41.25
DeWitt Scholarship Fund.....	.....	631.20	631.20	309.38	.....	321.82
Drisler Classical Fund.....	.....	441.57	441.57	201.95	.....	239.62
Carried forward.....	\$13,310.25	\$268,525.80		\$237,454.02	\$13,802.07	\$166,058.38

	Debit Balances, June 30, 1918	Credit Balances, June 30, 1918	Received 1918-1919	Total Credits	Expended 1918-1919	Debit Balances, June 30, 1919	Credit Balances, June 30, 1919
<i>Brought forward</i>	\$13,310.25	\$134,494.78	\$268,525.80		\$237,454.02	\$13,802.07	\$166,058.38
Dyckman Fund.....			425.87	425.87			425.87
Earle Prize Fund.....			53.74	53.74			53.74
Eaton Professorship Fund.....	.19		4,125.00	4,124.81	4,124.81		
Einstein Fund.....			204.31	204.31	200.00		4.31
Eisberg Fund.....		37.00	90.00	127.00	133.00	6.00	
Emmons Memorial Fund.....		1,857.27	574.33	2,431.60			2,431.60
Fine Arts Endowment Fund.....		4,866.07	9,000.00	13,866.07	10,134.40		3,731.67
Fire Insurance Fund.....			2,000.00	2,000.00	(4) 2,000.00		
Garth Fund.....			673.76	673.76			673.76
Gebhard Fund.....			825.00	825.00	825.00		
German Lecture Fund.....			50.77	50.77			50.77
Gilder Fund.....	249.57		1,963.56	1,713.99	1,470.00		243.99
Goldschmidt Fellowship Fund.....			675.10	675.10	670.30		4.80
Gottheil Lectureship Fund.....			423.46	423.46	400.00		23.46
Gottsberger Fellowship Fund.....		508.99	391.87	900.86	387.50		513.36
Green Prize Fund.....			50.00	50.00			50.00
Hall Scholarship Fund.....			592.48	2,072.25	565.24		1,507.01
Hamilton (Adelaide) Fund.....		61.25	41.25	102.50			102.50
Harriman Fund.....	300.01		5,103.13	4,803.12	5,000.00	196.88	
Hepburn (A. Barton) Fund.....			4,800.00	4,800.00			4,800.00
Howe Legacy.....	26.00			Dr. 26.00		26.00	
Illig Fund.....			91.74	91.74	31.00		60.74
Indo-Iranian Fund.....			675.00	675.00	675.00		
James Fund.....		125.00	4,125.00	4,250.00	4,000.00		250.00
Jefferson Statue Maintenance Fund.....			65.32	65.32	(5) 65.32		
Kennedy Endowment Fund.....			110,602.21	110,602.21	(17) 109,208.56		1,393.65
Langeloth Fund.....			206.25	206.25	(6) 206.25		
Law Library Fund.....		.06	216.56	216.62	216.58		.04

Law Alumni Library Fund.....	101.35	61.87	163.22	39.48	123.74
Loubat Fund.....		288.75	288.75	(¹) 288.75	
Loubat Professorship Fund.....	283.09	4,125.00	4,408.09	808.09	3,600.00
Maison Francaise Endowment Fund.....		206.25	206.25	206.25	
Manners Fund.....	336.05	123.75	459.80		459.80
Mathematical Prize Fund.....		226.72	226.72	206.25	20.47
McKim Fellowship Fund.....	3,504.56	825.00	4,329.56		4,329.56
Member of the Class of '85 Fund.....	150.64	43.31	193.95		193.95
Mitchell Fellowship Fund.....	209.74	412.50	622.24	412.50	209.74
Moffat Scholarship Fund.....		82.50	82.50		82.50
Montgomery (Robt. H.) Prize Fund.....		41.61	41.61	41.25	.36
Mosenthal Fellowship Fund.....	860.16	309.38	1,169.54		1,169.54
Openym Fund.....	51.00		Dr. 51.00	51.00	
Ordreux Prize Fund.....		124.45	124.45	123.75	.70
Pell (Mary B.) Legacy.....	205.43	10.57	Dr. 194.86	(¹⁰) 1,800.00	1,994.86
Perkins Fellowship Fund.....		1,881.85	2,116.98	14.55	2,102.43
Peters, Jr., Engineering Fund.....		7,113.63	9,176.13	5,549.91	3,626.22
Philolexian Fund, Centennial Washington Prize.....		319.25	369.25		369.25
Philolexian Prize Fund.....	13.00	56.79	69.79	18.93	50.86
Phoenix Legacy.....	59,629.01	9,865.24	Dr. 49,763.77	7,860.14	57,623.91
Proudfit (A. M.) Fund.....		1,087.00	1,705.75	618.75	1,087.00
Psychology Fund.....		4,125.00	4,125.00	4,000.00	125.00
Pulitzer Fund for School of Journalism.....	66,147.17	106,626.18	40,479.01	45,040.59	4,561.58
Pulitzer Prize Fund.....		76,125.52	115,979.66	74,220.85	41,758.81
Pulitzer Scholarship Fund.....		12,806.55	12,806.55	8,534.84	4,271.71
Rolker Prize Fund.....		41.25	41.25	41.25	
Roosevelt Professorship Fund.....		704.69	4,829.69	4,829.69	
Saunders Scholarship Fund.....	.91	247.50	246.59	246.58	.01
Schermerhorn Scholarship Fund.....		206.25	206.25	195.13	11.12
Schiff Endowment Fund.....		5,716.74	9,841.74		9,841.74
Schiff Fellowship Fund.....		618.75	618.75	618.75	
Schurz Fellowship Fund.....		497.48	909.98		909.98
Schurz Library Fund.....		439.51	439.51	34.22	405.29
	\$139,919.54	\$245,755.25	\$39,374.14	\$115,499.66	\$74,220.85
					\$41,758.81

Carried forward.

	Debit Balances, June 30, 1918	Credit Balances, June 30, 1918	Received 1918-1919	Total Credits	Expended 1918-1919	Debit Balances, June 30, 1919	Credit Balances, June 30, 1919
<i>Brought forward</i>	\$139,919.54	\$245,755.25	\$39,374.14		\$115,499.66	\$74,220.85	
Seidl Fund.....			480.00	480.00	480.00		.....
Shoemaker Fund.....		129.33	412.50	541.83	(11) 297.92		243.91
Social and Political Ethics Professorship Fund.....		1,169.29	3,217.50	4,386.79	2,900.00		1,486.79
Stokes Prize Fund.....		86.25	825.00	911.25	831.25		80.00
Stuart Scholarship Fund.....			247.50	247.50	236.25		11.25
Toppan Prize Fund.....			166.37	166.37	165.00		1.37
Trowbridge Fund.....		833.36	500.00	1,333.36	.....		1,333.36
Tyndall Fund.....			648.00	648.00	.....		648.00
Van Amringe Fund.....			208.22	208.22	206.25		1.97
Van Cortlandt (Robt. B.) Fund.....			1,569.31	1,569.31	.....		1,569.31
Van Praag Fund.....		571.19	206.25	777.44	.....		777.44
Waring Fund (Mrs. Waring).....			2,000.00	2,000.00	2,000.00		.....
Waring Fund (Miss Waring).....		372.34	2,000.00	2,372.34	2,000.00		372.34
Webber (John) Fund.....			41.25	41.25	(12) 41.25		.....
Wheeler Scholarship Fund.....		675.50	365.00	1,040.50	500.00		540.50
Wheelerlock Fund.....			201.12	201.12	152.20		48.92
Special Investments, Account Unassigned Income.....		65,989.98	4,059.60	70,049.58	(18) 743.68		69,305.90
SCHOOL OF MEDICINE							
Blumenthal, Jr. Fund.....			4,203.15	4,203.15	(14) 3,208.16		994.99
Bondy Fund.....		8,547.92	4,125.00	12,672.92	.....		12,672.92
Bull Memorial Fund.....			1,358.04	1,358.04	1,976.56		618.52
Carpenter (R. S.) Fund.....	700.00		4,125.00	3,425.00	2,625.00		800.00
Clark Scholarship Fund.....			615.98	615.98	.....		615.98
Cock Prize Fund.....			46.39	46.39	.....		46.39
Devendorf Scholarship Fund.....		45.78	268.13	313.91	268.12		45.79
Doughty Scholarship Fund.....		152.06	412.50	564.56	552.06		12.50

Du Bois Memorial Fund.....	675.00	900.00	1,575.00	1,450.00	.....	125.00
Haree Fund.....	.....	1,292.48	1,292.48	1,250.00	.....	42.48
Hartley Scholarship Fund.....	.....	253.33	253.33	250.00	.....	3.33
Jacobi Ward Fund.....	.....	2,053.77	2,053.77	.....	.....	2,053.77
Janeway Library Fund.....	.....	1,102.32	1,102.32	684.89	.....	417.43
Lee Fund.....	.....	825.00	1,124.44	174.49	.....	949.95
Martin (Frederick Townsend) Fund.....	.....	178.18	178.18	.....	.....	.....
Miller Fund.....	327.50	412.50	85.00	410.00	325.00	.....
Proudfit (M. M.) Scholarship Fund.....	.....	3,794.81	4,413.56	.....	.....	4,413.56
School of Dentistry Endowment Fund.....	.....	5,989.50	12,268.25	.....	.....	12,268.25
Sloane Hospital for Women Fund.....	.....	33,586.35	33,586.35	33,928.86	342.51	.....
Smith Prize Fund.....	.....	137.24	137.24	.....	.....	137.24
Stevens Fund.....	.....	78.37	847.26	.....	.....	847.26
Vanderbilt Clinic Endowment Fund.....	.....	5,650.00	5,650.00	5,650.00	.....	.....
	\$140,947.04	\$335,855.89	\$692,217.75	\$596,677.60	\$79,548.33	\$369,997.33

NOTES

(1)	Transferred to Barnard Medal Account	40.00
(2)	Transferred to President's Emergency Fund	2,613.81
(3)	Transferred to Columbia House Maintenance Fund	103.13
(4)	Transferred to Income General Investments	2,000.00
(5)	Transferred to Principal of Jefferson Statue Maintenance Fund	65.32
(6)	Transferred to President's Emergency Fund	206.25
(7)	Transferred to Loubat Prize Fund	288.75
(8)	Transferred to Maison Francaise Maintenance	206.25
(9)	Transferred to Principal Frederick Townsend Martin Fund	178.18
(10)	Transferred to President's Emergency Fund	1,800.00
(11)	Transferred to Principal of Shoemaker Loan Fund (Balance Sheet)	206.25
(12)	Transferred to Principal of Building Construction Fund	64,848.34
(13)	Transferred to Principal of Blumenthal Loan Fund	2,208.16
(14)	Charged off to Premium Account J. W. Burgess Fund	22.22
(15)	Charged off to Premium Account, Robt. Center Fund	58.40
(16)	Charged off to Premium Account, Kennedy Fund	3,452.56
(17)	Charged off to Premium Account, Special Investments	743.68
(18)	Charged off to Crocker Research Building Fund	5,000.00
(19)	Transferred to Income Pulitzer Fund for School of Journalism	68,209.02
(20)	Payments from Income of Special Funds	\$152,342.89
		<u>\$444,334.71</u>

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS
FOR THE YEAR ENDING JUNE 30, 1919

ACCOUNTS	Credit Balances, June 30, 1918	Received 1918-1919	Received by Transfer 1918-1919	Total Credits	Expended 1918-1919	Expended by Transfer 1918-1919	Credit Balances, June 30, 1919
EDUCATIONAL ADMINISTRATION							
Salaries.....	\$ 728.97	\$ 26.35		(¹) \$13,000.00	\$13,000.00		\$ 755.32
Lectures.....				755.32			
Sexennial Catalogue.....	Dr. 9.25		9.25				
National Emergency Fund.....	Dr. 6,053.86	9,995.88	172.30	4,114.32	1,227.70	2,886.62	
Women's War Work Committee.....		775.14		775.14	775.14		
President's Emergency Fund.....	3,927.86	46.66	4,620.06	8,594.58	4,620.05		3,974.53
Equipment for Military Activities.....	382.97			382.97		172.30	210.67
President's Special Account.....	123.65			123.65			123.65
President's War Preparation Fund.....	340.27			340.27			340.27
General Purposes of the University (1917-1918).....		15,010.00		15,010.00		15,010.00	
General Purposes of the University (1918-1919).....		113.00		113.00		113.00	
Secretary's Special Account.....	21.68	.40		22.08			22.08
Military Training Course, Camp Columbia.....	4,455.38			4,455.38	4,267.56		187.82
Columbia Service Bureau in Paris..	7,990.95	4,956.00		12,946.95	8,238.04		4,708.91
Fund for Research.....	291.90	203.68		495.58			495.58
State Aid to Blind Pupils.....	343.45			343.45			343.45
State Aid to Deaf Pupils.....	6.00			6.00			6.00
<i>Carried forward</i>	\$18,613.08	\$31,127.11	\$4,801.61		\$32,128.49	\$18,181.92	\$11,168.28

ACCOUNTS	Credit Balances, June 30, 1918	Received 1918-1919	Received by Transfer 1918-1919	Total Credits	Expended 1918-1919	Expended by Transfer 1918-1919	Credit Balances, June 30, 1919
<i>Brought forward</i>	\$18,613.08	\$31,127.11	\$4,801.61	2,295.72	\$32,128.49	\$18,181.92	\$11,168.28
U. S. Signal Corps Radio School.....	2,295.72					2,295.72	
COLUMBIA HOUSE:							
Maintenance.....	2.14		715.63	717.77	612.50		105.27
Emil Boas Library.....	5.72	25.00		30.72			30.72
MAISON FRANCAISE:							
Maintenance.....	1,343.62	2,500.00	206.25	4,049.87	2,242.94		1,806.93
DEPARTMENTAL:							
Agriculture: Agricultural Education Fund & Special Equipment Fund	2,318.60	20.00		2,338.60	428.58	1,910.02	
Agriculture: Greenhouse.....	677.86			677.86	567.42	110.44	
Agriculture: Maintenance.....	250.00			250.00		250.00	
Anthropology: Salaries.....		500.00		(1) 1,500.00	1,500.00		
Anthropology: Research on the Indians of British Columbia.....		530.00		1,493.94	1,224.95		268.99
Anthropology: Assistance in Researches.....							
Architecture: Atelier Fund.....	311.25			750.00	750.00		
Astronomy: C. W. Bruce Fund.....	4,250.21	168.09		311.25			311.25
Botany: Salaries.....				4,418.30			4,418.30
Chemical Engineering: Laboratory.....				9,100.00	9,100.00		
Chemistry: Food Chemistry: Salaries		681.22		681.22			681.22
Chemistry: Barnard: Salaries.....				(2) 1,000.00	1,000.00		
Chemistry: Electro-Chemical Laboratory Equipment Fund.....	611.93			(1) 7,500.00	7,500.00		
Chemistry: Laboratory in Havemeyer Hall: Anonymous Gift.....	2,733.22			611.93			611.93
Chinese Printing Equipment.....	2,464.53			2,733.22			2,733.22
				2,464.53			2,464.53

Civil Engineering: Testing Laboratory.....	2,300.49	5,396.23	7,696.72	6,295.55	1,401.17
Classical Philology: Barnard: Salaries.....			(1) 13,700.00	13,700.00	
Economics: Salaries.....			(1)(2) 9,112.47	9,112.47	
English and Comparative Literature: Salaries.....			(1) 20,700.00	20,700.00	
Geology: Salaries.....			(1) 3,550.00	3,550.00	
Germanic Languages: Salaries.....			(1) 5,950.00	5,950.00	
Departmental Appropriation.....		127.50	127.50	127.50	
Germanic Languages: Collegiate German Study Fund.....	28.14		28.14	8.10	20.04
Germanic Languages: Equipment Fund.....	72.77		72.77		72.77
Germanic Languages: Schiller Fund	7.65		7.65		7.65
History: Salaries.....			(1) 12,300.00	12,300.00	
History: Special Equipment.....	38.65		38.65		38.65
Indo-Iranian Languages: Salaries		500.00	500.00	500.00	
Indo-Iranian Languages: Publications.....	1,000.00		1,000.00		1,000.00
Law School: Class of 1914, Law, for Medical Aid to Law Students.....	75.00		75.00		75.00
Mathematics: Salaries.....			(1) 9,500.00	9,500.00	
Mathematics: Promotion of Honor Work.....	128.54		128.54	28.76	99.78
Mathematics: Equipment of Laboratory.....	44.82		44.82	44.82	
Mechanical Engineering: Admiral Melville Fund.....	560.86		560.86		560.86
Mechanical Engineering: Gift and Sale of Shop Equipment.....	1,277.68		1,277.68	1,139.77	137.91
<i>Carried forward</i>	\$42,376.42	\$42,325.15	\$5,723.49	\$139,399.35	\$28,014.47
				\$23,360.60	

ACCOUNTS	Credit Balances, June 30, 1918	Received 1918-1919	Received by Transfer 1918-1919	Total Credits	Expended 1918-1919	Expended by Transfer 1918-1919	Credit Balances, June 30, 1919
<i>Brought forward.</i>	\$42,376.42	\$42,325.15	\$5,723.49		\$139,399.35	\$23,360.60	\$28,014.47
Mechanical Engineering: Sale of Old Material.	30.35			30.35			30.35
Metalurgy: Electro-Metallurgical Equipment.	1,610.00			1,610.00			1,610.00
Metalurgy: Laboratory.	1,102.99			1,102.99			1,102.99
Metalurgy: Salaries.		700.00		700.00	700.00		
Metalurgy: Special Fund.	409.67			409.67			409.67
Mining and Metallurgy: Anonymous Gift for Special Lectures.	Dr. 1,100.00		1,100.00				
Mining and Metallurgy: Spec'l Fund	823.58			823.58			823.58
Music: Anonymous Gift for Choir.	280.97			280.97			280.97
Philosophy and Psychology: Salaries				(1)(2) 10,633.33	10,633.33		
Philosophy, Mediaeval, Salaries.		1,000.00		1,000.00	1,000.00		
Physical Education: Salaries.				(1) 10,249.96	10,249.96		
Physics: Experimental: Marcellus Hartley Research Laboratory.	2,105.80	2,000.00		4,105.80	2,195.87		1,909.93
Physics: Research.	2,055.75	4,333.33		6,389.08	3,597.38		2,791.70
Physics: Barnard: Salaries.				(1) 5,400.00	5,400.00		
E. K. Adams Precision Laboratory.		625.12		625.12			625.12
Public Law and Jurisprudence: Salaries.				(1) 600.00	600.00		
Public Law and Jurisprudence: Legislative Drafting Research Fund.	8,189.34	3,766.35		11,955.69	7,166.06		4,789.63
Religion: Salaries.				(1) 1,500.00	1,500.00		
Religious Work.	277.50		235.96	513.46	513.46		
Romance Languages: Salaries.				(1) 9,100.00	9,100.00		
Romance Languages: Support of Journal of Romanic Philology.	250.00			250.00			250.00

ACCOUNTS	Credit Balances, June 30, 1918	Received 1918-1919	Received by Transfer 1918-1919	Total Credits	Expended 1918-1919	Expended by Transfer 1918-1919	Credit Balances, June 30, 1919
<i>Brought forward</i>	\$76,374.48	\$59,664.83	\$9,409.95		\$212,085.23	\$23,740.40	\$61,608.83
Pharmacology: Departmental Appropriation.....		550.00		550.00	550.00		
Physiology: Lee Gift.....	583.35			583.35			583.35
Poliomyelitis Research Fund.....	290.58			290.58	210.30		80.28
Practice of Medicine: Salaries.....		3,000.00		(3) 9,008.11	9,008.11		
Special Photograph Fund.....		3,300.00		3,000.00	3,000.00		
Surgery: Salaries.....		3,300.00		(3) 10,500.00	10,500.00		
Surgery: Anonymous Fund for Surgical Research.....	7,277.97	6,000.00		13,277.97	9,382.27	3,000.00	895.70
Surgery: Harriman Fund for Surgical Research.....	878.46			878.46	840.00		38.46
Surgical Research: Laboratory Fire Loss.....		4,472.25		4,472.25		4,472.25	
East River Homes Gift: Vanderbilt Clinic.....		8,500.00		8,500.00	8,500.00		
TEACHERS COLLEGE: Salaries.....				(2) 218,855.00	218,855.00		
RETIRING ALLOWANCES.....				(4) 48,677.44	48,677.44		
WIDOWS' ALLOWANCES.....				(4) 10,141.83	10,141.83		
FELLOWSHIPS, SCHOLARSHIPS & PRIZES							
E. K. Adams Special Research Fellowship.....	3,000.00			3,000.00	1,000.00		2,000.00
Du Pont Fellowship.....		750.00		750.00			750.00
Industrial Research Fellowship, Chemical Engineering.....	414.83	1,000.00		1,414.83			1,414.83
Jones Scholarship.....		200.00		200.00			200.00
McClymonds Scholarship.....	26.25	1,300.00		1,326.25	1,225.00		101.25

New York Diocesan Fellowship.....	750.00	.....	750.00	500.00	.....	250.00
New York State Scholarships.....	400.00	22,000.00	22,400.00	22,300.00	.....	100.00
Poetry Society Prize.....	500.00	.....	500.00	500.00	.....	.....
Research Fellowship in Physiology.....	1,000.00	.....	1,000.00	.....	.....	1,000.00
Research Fellowships.....	3,500.00	.....	3,500.00	1,354.08	.....	2,145.92
Special Alumni Association Scholarships.....	6.25	.....	6.25	.....	.....	6.25
Special Scandinavian Fellowship.....	.....	116.00	116.00	116.00	.....	.....
Special Scholarships.....	52.00	.....	52.00	.....	.....	52.00
Special University Scholarship in History.....	150.00	.....	150.00	.....	.....	150.00
Alumni Association Prize.....	.....	50.00	50.00	50.00	.....	.....
Barnard Medal.....	63.50	40.00	103.50	.....	.....	103.50
Columbia Menorah Society Prize.....	100.00	.....	100.00	100.00	.....	.....
Loubat Prizes.....	3,827.37	157.88	4,274.00	.....	.....	4,274.00
Van Gelder Scholarships.....	.....	500.00	500.00	.....	.....	500.00
BUILDINGS AND GROUNDS:						
Installing and Equipping Laboratory at Havemeyer Hall.....	.....	600.00	600.00	.....	.....	600.00
Improvements to Boat House.....	838.07	.....	838.07	835.90	.....	2.17
Building Construction Fund.....	660,767.50	64,848.34	825,615.84	.....	.....	825,615.84
LIBRARY:						
Salaries.....	.....	.....	(1) 1,200.00	1,200.00	.....	.....
Purchase of Books and Serials.....	.....	109.37	109.37	140.72	.....	Dr. 31.35
Incidentals.....	.....	446.00	446.00	463.95	.....	Dr. 17.95
Adams Gift.....	.....	200.00	200.00	200.00	.....	.....
American Law Reports Fund.....	.....	1,302.15	1,302.15	406.14	.....	896.01
<i>Carried forward.....</i>	\$760,300.61	\$214,718.48	\$74,587.04	\$562,141.97	\$31,212.89	\$903,362.39

ACCOUNTS	Credit Balances, June 30, 1918	Received 1918-1919	Received by Transfer 1918-1919	Total Credits	Expended 1918-1919	Expended by Transfer 1918-1919	Credit Balances, June 30, 1919
<i>Brought forward</i>	\$760,300.61	\$214,718.48	\$74,587.04		\$562,141.97	\$31,212.89	\$903,362.39
Chinese Bookbinding Fund.....	191.29			191.29	191.29		
Committee of Fifty Fund.....	206.41			206.41	5.62		200.79
Crane, (Chas. H.) Fund.....	24.02			24.02	2.45		21.57
Lewisohn Dissertation Fund.....	575.82			575.82			575.82
Loeb (James) Fund.....	644.25	175.00		819.25	207.10		612.15
Low (William G.) Fund.....	382.17	250.00		632.17	182.56		449.61
Griscom Gift.....		50.00		50.00			50.00
Law Library Books and Binding ..		10.00		10.00	10.00		
Law School.....		2.00		2.00		2.00	
Law School: Alumni Fund.....	70.38			70.38	70.38		
Maison Francaise Books.....	544.63			544.63			544.63
Maison Francaise Bulletin.....	31.39	300.00		331.39	249.09		82.30
Surgical Journals.....	16.80	100.00		116.80	116.45		.35
Alumni Association Gift for Colum- biana Room in University Library	18.04			18.04			18.04
BUSINESS ADMINISTRATION:							
Salaries.....				(1) 4,000.00	4,000.00		
ANONYMOUS GIFT FOR CURRENT NEEDS	15,749.70	1,032.74		16,782.44			16,782.44
BARNARD COLLEGE: Salaries.....		155,195.76		155,195.76	(1)		
CARNEGIE FOUNDATION GRANTS.....		58,819.27		58,819.27	(4)		

HARENESS FUND.....	20,508.03	(³).....	20,508.03	(³).....	.....	.....
TEACHERS COLLEGE: Salaries.....	222,855.00	(²).....	222,855.00	(²).....	.....	.....
503-11 BROADWAY FIRE LOSS.....	54.20	.....	54.20	.....	54.20	.....
CHANDLER MUSEUM.....	744.04	.....	744.04	51.88	.....	692.16
CRANE GIFT FOR LECTURES IN SUMMER SESSION.....	200.00	.....	200.00	.....	.....	200.00
FLAGLER GIFT FOR UNIVERSITY ORCHESTRA	50.00	.....	50.00	.....	.....	50.00
	\$772,586.44		\$674,695.60		\$74,587.04	\$567,228.79
					\$31,269.09	\$923,471.20

Cr. \$779,749.55	Cr. \$923,642.25
Dr. 7,163.11	Dr. 271.05
<u>\$772,586.44</u>	<u>\$923,471.20</u>

NOTES

(1) Salaries, account Barnard College. Credited to following Departments:

General University Administration	\$13,000.00
Anthropology	1,000.00
Botany	9,100.00
Chemistry at Barnard	7,500.00
Classical Philology	13,700.00
Economics	8,212.47
English	20,700.00
Geology	3,550.00
Germanic Languages	5,950.00
History	12,300.00
Mathematics	9,500.00
Philosophy and Psychology	9,133.33
Physical Education	10,249.96
Physics	5,400.00
Public Law and Jurisprudence	600.00
Religion	1,500.00
Romance Languages	9,100.00
Zoology	9,500.00
Library	1,200.00
Business Administration	4,000.00
	<hr/>
	\$155,195.76

(2) Salaries, account Teachers College. Credited to following Departments:

Food Chemistry	\$ 1,000.00
Economics	900.00
Teachers College	218,855.00
Philosophy and Psychology	1,500.00
Biological Chemistry	600.00
	<hr/>
	\$222,855.00

(3) Harkness Fund: Credited to following Departments:

Pathology.....	\$4,299.92
Practice of Medicine.....	9,008.11
Surgery.....	7,200.00
	<hr/>
	\$20,508.03

(4) Carnegie Endowment: Credited to the following:

Retiring Allowances.....	\$48,677.44
Widows' Allowances.....	10,141.83
	<hr/>
	\$58,819.27

SECURITIES OWNED FOR ACCOUNT OF SPECIAL, GENERAL AND DESIGNATED FUNDS

	At June 30, 1918		Increase 1918-1919	Decrease 1918-1919	At June 30, 1919	
1—Special Funds, etc.						
BONDS,						
\$4,000 American Smelting & Refining Company's 1st Mtg. 5% Bonds, Series A, due 1947.....	\$3,480.00	.....			\$3,480.00	
50,000 American Telephone and Telegraph Co's 4 per cent. Bonds, due 1929.....	\$46,125.00	.....			46,125.00	
16,000 American Telephone & Telegraph Co.'s 4 per cent Bonds, due 1929.....		.....	\$13,840.00		13,840.00	
100,000 Anglo-French 5 Year External Loan Bonds, due 1920.....	100,000.00	.....			100,000.00	
10,000 Atchison, Topeka & Santa Fé Ry. Co's 4 per cent. 100 Year Adjustment Bonds, due 1995.....	10,000.00	.....			10,000.00	
9,000 Atchison, Topeka & Santa Fé Ry. Co's 4 per cent. General Mortgage 100 Year Bonds, due 1995	9,000.00	.....			9,000.00	
3,000 Atchison, Topeka & Santa Fé Ry. Co.'s 4 per cent General Mortgage 100 year Bonds, due 1995		.....	2,632.50		2,632.50	
100,000 Atchison, Topeka & Santa Fé Ry. Co's California Arizona Lines, 4½ per cent. First and Refunding 50 Year Gold Bonds, due 1962.....	98,500.00	.....			98,500.00	
10,000 Atlantic Coast Line R.R. Co's 4 per cent. First Consolidated 50 Year Mortgage Bonds, due 1952.	10,000.00	.....			10,000.00	
20,000 Atlantic Coast Line R. R. Co.'s 4 per cent. First consolidated 50 year Mortgage Bonds, due 1952.....		.....	17,475.00		17,475.00	
10,000 Augusta-Alken Ry. & Electric Corp.'s 5% Sinking Fund Bonds, due 1935.....	6,000.00	.....			6,000.00	
20,000 Baltimore & Ohio R. R. Co's 3½ per cent. Prior Lien Bonds due 1925.....	18,600.00	.....			18,600.00	

3,000 Baltimore & Ohio R. R. Co.'s 3½ per cent Prior Lien Bonds, due 1925.....		2,707.50			2,707.50
4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	4,574.00		1,002.20		3,571.80
200,000 Brooklyn Rapid Transit Co's 4 per cent. First Refunding Mortgage Bonds, due 2002.....	200,000.00				200,000.00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Bonds, due 1937.....	17,940.32				17,940.32
20,000 Bush Terminal Co's 4 per cent. First Mortgage 50 year Bonds, due 1952.....	20,000.00				20,000.00
10,000 Bush Terminal Buildings Co.'s 1st Mtg. Sinking Fund 5% Bonds due 1960.....	7,525.00				7,525.00
61,000 Central Pacific Ry. Co's 4 per cent. First Refunding Mortgage Bonds, due 1949.....	56,215.00				56,215.00
16,000 Central Pacific Ry. Co.'s 4 per cent First Refunding Mtge. Bonds, due 1949.....		13,280.00			13,280.00
26,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	27,440.00		81.16		27,358.84
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987.....	1,000.00				1,000.00
10,000 Chesapeake & Ohio R. R. Co.'s 4 per cent. First Consolidated Mortgage Bonds, due 1989 (Richmond & Allegheny Division).....	10,000.00				10,000.00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992.....	53,987.50		209.88		53,777.62
1,000 Chesapeake & Ohio R.R. Co's 5 per cent. First Mortgage Bond, due 1940 (Craig Valley Branch).	1,000.00				1,000.00
33,000 Chicago, Milwaukee & Puget Sound Ry. Co's 4 per cent. First Mortgage Bonds, due 1949.....	31,931.17				31,931.17
	\$733,317.99		\$1,293.24		\$781,959.75
<i>Carried forward</i>					

	At June 30, 1918		Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
	\$733,317.99				
<i>Brought forward</i>					\$781,959.75
\$1,000 Chicago, Milwaukee & St. Paul Ry. Co's General Mortgage 5 per cent. Convertible Gold Bond, due 2014.....			967.50		967.50
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926.....	10,000.00				10,000.00
1,000 Chicago & Northwestern Ry. Co's General Mortgage 5 per cent. Gold Bond, due 1987.....			1,048.75		1,048.75
250,000 Chicago & Northwestern Ry. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933.....	250,000.00				250,000.00
17,000 Chicago, Rock Island & Pacific Ry. Co's 4 per cent. General Mortgage Bonds, due 1988.....	17,000.00				17,000.00
50,000 Cincinnati, Indianapolis, St. Louis and Chicago Railway Co's 4 per cent. Fifty Year General First Mortgage Bonds, due 1936.....	48,000.00				48,000.00
1,000 Cincinnati, Indianapolis & Western R. R. Co's First Mortgage 5 per cent. 50 year Gold Bond, due 1965.....			800.00		800.00
55,000 City of New York 4½ per cent. Bonds, due 1960	54,450.00				54,450.00
7,000 City of New York 4¼ per cent. Bonds, due 1962	6,930.00				6,930.00
25,000 Cleveland Electric Illuminating Co's First Mortgage 5 per cent. Bonds, due 1939.....	25,250.00			43.60	25,206.40
50,000 Cleveland and Mahoning Valley Ry. Co's 50 Year 5 per cent. Gold Bonds, due 1938.....	50,000.00				50,000.00
6,000 Columbus & Toledo R. R. Co's First Mortgage Sinking Fund 4 per cent. Bonds, due 1955.....					
2,000 Compania Metalurgica Mexicana 1st Mtg. Sinking Fund 5 per cent. Bond, due 1931.....			4,515.00		4,515.00

4,000 Consolidation Coal Co's 10-Year 6 per cent. Convertible Secured Bonds, due 1923.....	4,000.00					4,000.00
30,000 Denver & Rio Grande R. R. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1936...	30,000.00					30,000.00
15,000 Des Moines & Fort Dodge R. R. Co's 4 per cent. 30 Year First Mortgage Bonds, due 1935	15,000.00					15,000.00
25,000 Des Plaines Valley Ry. Co's 4½ per cent. First Mortgage Bonds, due 1947 (Guaranteed by Chicago & Northwestern Ry. Co.).....	25,000.00					25,000.00
85,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	85,262.50			50.00		85,212.50
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885.00			590.00		6,295.00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950.67					21,950.67
25,000 Kansas City, Fort Scott & Memphis R.R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1928.....	27,937.50			979.20		26,958.30
10,000 Kings County Elevated R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	10,000.00					10,000.00
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000.00					28,000.00
10,000 Lehigh Valley Terminal R.R. Co's 5 per cent. First Mortgage Bonds, due 1941.....	10,000.00					10,000.00
1,000 Manati Sugar Co's 1st Mtg. 6 per cent Conv. Bonds, due 1931.....	1,020.00					1,020.00
29,000 Manhattan Ry. Co's 4 per cent. Consolidated Bonds, due 1990.....	27,948.75					27,948.75
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000.00					225,000.00
16,000 Milwaukee Gas Light Co.'s 4 per cent. Gold Bonds, due 1927.....			14,240.00			14,240.00
<i>Carried forward</i>	\$1,712,952.41		\$71,506.25	\$2,956.04		\$1,781,502.62

	At June 30, 1918	Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$1,712,952.41	\$71,506.25	\$2,956.04	\$1,781,502.62
\$1,000 Minneapolis & St. Louis R. R. Co.'s First Re-funding 4 per cent Gold Bonds, due 1949.....		480.00		480.00
3,000 Missouri Pacific R.R. Co.'s Inc. First & Refund-ing 5 per cent Gold Bonds, Series "A" due 1965..		2,685.00		2,685.00
100,000 Nashville Chattanooga & St. Louis Ry. Co's Con. 5 per cent. Mortgage Gold Bonds, due 1928..	100,000.00			100,000.00
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000.00			25,000.00
3,000 New York Central R.R. Company's 6 per cent Conv. Deb. Bonds, due 1935.....	2,805.00			2,805.00
58,000 New York Gas and Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	51,402.50			51,402.50
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent Convertible Debenture Bonds, due 1948.....	50,000.00			50,000.00
10,000 New York, Ontario & Western Ry. Co's 4 per cent. Refunding Mortgage Bonds, due 1992.....	10,000.00			10,000.00
2,000 New York Rys. Co's Adjustment Mortgage 5 per cent Income Gold Bonds, due 1942.....		480.00		480.00
50,000 New York Telephone Co's 4½ per cent. First and General Mortgage S. F. Bonds, due 1939...	48,500.00			48,500.00
25,000 Niagara Falls Power Co's 5 per cent First Mortgage Bonds, due 1932.....	22,500.00			22,500.00
10,000 Norfolk & Western Ry. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1996.....	10,000.00			10,000.00
3,000 Norfolk & Western Ry. Co.'s First Consolidated Mortgage 4 per cent Gold Bonds.....		2,632.50		2,632.50

317,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)	303,155.00					303,155.00
370,000 Northern Pacific Ry. Co's (General Lien Railway & Land Grant) 3 per cent. Bonds, due 2047	262,915.00					262,915.00
125,000 Northern Pacific Ry. Co's (Prior Lien Railway & Land Grant) 4 per cent. Bonds, due 1997	125,750.00		37.04			125,712.96
10,000 Northern Pacific Ry. Co.'s (Prior Lien Railway & Land Grant) 4 per cent Bonds, due 1997		8,700.00				8,700.00
50,000 Oregon Short Line R.R. Co's 5 per cent. Consolidated First Mortgage Bonds, due 1946	56,112.50			815.00		55,297.50
4,000 Park & Tilford Debenture 6 per cent Gold Bonds due 1936			3,160.00			3,160.00
5,000 Pennsylvania R. R. Co's General Mortgage 4½% Bonds, Series A, due 1965	4,456.25					4,456.25
8,000 Peoria & Eastern Ry. Co's Mortgage non-cumulative 4 per cent Income Bonds, due 1990			1,440.00			1,440.00
10,000 Reading Company & Philadelphia & Reading Coal & Iron Co. General Mortgage 4 per cent Gold Bonds, due 1997			9,050.00			9,050.00
5,000 Rhode Island Suburban Ry. Co's 4 per cent. First Mortgage Bonds, due 1950	5,000.00					5,000.00
15,000 St. Louis, Iron Mountain & Southern Ry. Co's 4 per cent. Unifying & Refunding Bonds, due 1929	15,000.00					15,000.00
50,000 St. Louis, Peoria & North Western Ry. Co's 5 per cent. First Mortgage Bonds, due 1948	52,000.00			250.00		51,750.00
13,000 St. Louis, Iron Mountain & Southern Ry. Co.'s (River and Gulf Division) 4 per cent Gold Bonds, due 1933			9,815.00			9,815.00
5,000 St. Louis & San Francisco R. R. Co's Gen. Mtg. 5% Bonds due 1931	4,600.00					4,600.00
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933	28,000.00					28,000.00
<i>Carried forward</i>	\$2,890,148.66	\$109,948.75	\$4,058.08		\$2,996,039.33	

	At June 30, 1918	Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$2,890,148.66	\$109,948.75	\$4,058.08	\$2,996,039.33
3,000 St. Louis Transit Co.'s Improvement 5 per cent. 20 year Gold Bonds, due 1924.....		1,575.00		1,575.00
33,000 San Antonio & Aransas Pass Ry. Co.'s First Mortgage 4 per cent. Gold Bonds, due 1943.....		20,501.25		20,501.25
70,000 Scitoto Valley & New England R. R. Co's 4 per cent. Bonds, due 1989.....	70,000.00			70,000.00
6,000 Southern Railway Co's 5 per cent. First Mort- gage Bonds, due 1996 (Memphis Division).....	6,000.00			6,000.00
15,000 State of New York (Loan for Canal Improve- ments; Erie, Oswego & Champlain) 4 per cent. Bonds, due 1961.....	15,000.00			15,000.00
12,000 Texas & Pacific Ry. Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000.00			12,000.00
25,000 Toledo, Peoria & Western Ry. Co's 4 per cent. First Mortgage Bonds, due 1917.....	25,000.00			25,000.00
50,000 Union Pacific R. Co's 4 per cent. 20 Year Convertible Bonds, due 1927.....	50,000.00			50,000.00
6,000 Union Pacific R. Co's 4 per cent. (Railway and Land Grant) First Mortgage Bonds, due 1947	6,060.00		7.72	6,052.28
14,000 Union Pacific R. Co.'s (Railway and Land Grant) 4% First Mortgage Bonds, due 1947.....		12,792.50		12,792.50
76,000 United Kingdom of Great Britain & Ireland 3 Year 5½ per cent. Notes, due 1919.....	74,351.25			74,351.25
75,000 United Kingdom of Great Britain & Ireland 5 Year 5½ per cent. Notes, due 1921.....	73,031.25			73,031.25
13,000 United States of America First Liberty Loan 3½ per cent. Bonds, due 1947.....		13,000.00		13,000.00

6,800 United States of America Second Liberty Loan 4 per cent Convertible Gold Bonds, Due 1942	6,800.00					6,800.00
5,000 United States of America Second Liberty Loan 4½ per cent Converted Gold Bonds, due 1942 . . .		5,000.00				5,000.00
10,000 United States of America Third Liberty Loan 4½ per cent Gold Bonds, due 1928	10,000.00					10,000.00
325,000 United States of America Third Liberty Loan 4½ per cent Bonds, due 1928			310,294.40			310,294.40
100,000 United States of America Fourth Liberty Loan 4½ per cent Bonds, due 1938			100,000.00			100,000.00
1,000 United States Steel Corporation's 5 per cent 10-60 Year Sinking Fund Bond, due 1963	1,000.00					1,000.00
22,000 Wabash R. R. Co.'s First Mortgage 5 per cent 50 year Bonds, due 1939	21,678.75					21,678.75
4,000 Wabash R. R. Co.'s First Mortgage 5 per cent 50 year Bonds, due 1939		4,000.00				4,000.00
30,000 Wabash R. R. Co's 3½ per cent. First Mortgage Bonds, due 1941 (Omaha Division)	30,000.00					30,000.00
16,000 Wabash R. R. Co.'s Second Mortgage 5 per cent Bonds, due 1939		14,880.00				14,880.00
8,000 Western Maryland R.R. Co.'s First Mortgage 4 per cent Gold Bonds, due 1952		5,460.00				5,460.00
52,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds due 2361	52,245.50					52,245.50
15,000 Wilkes-Barre & Eastern R. R. Co's 5 per cent. First Mortgage Bonds, due 1942	15,000.00					15,000.00
50,000 Wisconsin Central R.R. Co's 4 per cent. First Mortgage Bonds, due 1949	45,750.00					45,750.00
		3,404,065.41				3,997,451.51
		\$3,404,065.41	\$597,451.90	\$4,005.80		\$3,997,451.51
<i>Carried forward</i>						

	At June 30, 1918	Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$3,404,065.41	\$597,451.90	\$4,065.80	\$3,997,451.51
STOCKS				
16 shares Albany & Susquehanna R. R. Co.....	2,000.00	.....	.....	2,000.00
1,789 ³ / ₄ shares American Light & Traction Co. Com- mon Stock.....	635,522.00	.....	.....	635,522.00
710 ³ / ₈ shares American Light & Traction Co. Com- mon stock.....	.....	142,165.00	.....	142,165.00
590 shares American Smelters Securities Co. Series B, preferred.....	49,666.67	.....	.....	49,666.67
166 shares American Sugar Refining Co. preferred.	.....	19,422.00	.....	19,422.00
300 shares Atlanta & Charlotte Air Line R. R. Co	51,337.50	.....	.....	51,337.50
500 Baltimore & Ohio R. R. Co. Capital Stock	46,000.00	.....	.....	46,000.00
10 shares Baltimore & Ohio R. R. Co. ....	.....	690.00	.....	690.00
1 share Baltimore & Ohio R. R. Co. preferred	.....	68.75	.....	68.75
200 shares Bankers Trust Co. in the City of New York.....	.....	61,000.00	.....	61,000.00
1,333 shares Canada Southern Railway Co.....	.....	67,983.00	.....	67,983.00
19 shares Catawissa R. R. Co., preferred (\$50 par value).....	475.00	.....	.....	475.00
1,000 shares Central R. R. Co. of New Jersey.....	295,000.00	.....	.....	295,000.00
700 shares Chase National Bank in the City of New York and Chase Securities Corp. in the City of New York.....	.....	280,000.00	.....	280,000.00
366 shares Chicago-Great Western R. R. Co. preferred.....	.....	11,620.50	.....	11,620.50
166 shares Chicago, St. Paul, Minneapolis & Omaha Ry. Co. ....	.....	16,268.00	.....	16,268.00
11 shares Cincinnati, Hamilton & Dayton R. R. Co. common.....	.....	.....	.....	.....

20 shares Cincinnati, Indianapolis & Western R. R. Co.	100.00			100.00
20 shares Cincinnati, Indianapolis & Western R. R. Co. preferred.....	300.00			300.00
15,000 City of New York 3½ per cent. Consolidated Stock (Street and Park Opening Fund) due 1918.....	15,212.50		15,212.50	
2,000 City of New York 3½ per cent. Corporate Stock (for replenishing the Fund for Street and Park Opening) due 1929.....	2,043.00			2,043.00
17,000 City of New York 4½ per cent. Corporate Stock, due 1957.....	17,000.00			17,000.00
311,000 City of New York 4 per cent. Corporate Stock due 1936.....	303,747.50			303,747.50
100 shares Columbia Trust Co. in the City of New York.....		39,000.00		39,000.00
5 shares Consolidated Gas Co. of New York..	193.53			193.53
100 shares Cuba Cane Sugar Corp. Pref. Stock..	8,000.00			8,000.00
122 shares Delaware & Hudson Co.	12,639.34			12,639.34
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value).....	1,300.00			1,300.00
1,167 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	228,242.50			228,242.50
290 shares B. F. Goodrich Co. 7 per cent. preferred.....	7,377.20			7,377.20
262 shares Illinois Central R. R. Co.....	30,367.40			30,367.40
280 shares Jewel Tea Co. 7 per cent. preferred...	7,122.80			7,122.80
21 shares Lackawanna R. Co., of New Jersey	2,117.50			2,117.50
374 shares Lehigh & New York R. R. Co. preferred		2,618.00		2,618.00
500 shares Louisville & Nashville R. R. Co.....	64,750.00			64,750.00
1,000 shares Manhattan Ry. Co.....	129,312.50			129,312.50
<i>Carried forward.</i>	\$1,909,426.94	\$3,404,065.41	\$19,278.30	\$2,535,449.69
				\$3,997,451.51

	At June 30, 1918		Increase 1918-1919		Decrease 1918-1919		At June 30, 1919	
<i>Brought forward</i>	\$1,909,426.94	\$3,404,065.41	\$1,238,687.15	\$19,278.30	\$2,535,449.69	\$3,997,451.51		
83 shares Minneapolis and St. Louis R. R. Co. . .			1,265.75		1,265.75			
33 shares Missouri, Kansas and Texas Ry. Co. . .			198.00		198.00			
13 shares National Bank of Commerce in New York.....	1,142.50				1,142.50			
9 shares National Sugar Refining Co.			909.00		909.00			
New England Investment & Security Co. Certifi- cate of Interest.....			166.67		166.67			
72 shares New York, New Haven and Hartford R. R. Co.....	11,002.50				11,002.50			
5,000 shares Pennsylvania R. R. Co. (\$50 par value)	315,362.50				315,362.50			
83 shares Peoria and Eastern Ry. Co.			664.00		664.00			
12 shares Pere Marquette Railway Co. Com- mon Voting Trust Certificates.....	120.00				120.00			
48 shares Pere Marquette Railway Co. 5 per cent Prior Pref. Voting Trust	2,688.00				2,688.00			
93 shares Pittsburgh, Fort Wayne and Chicago R. R. Co.....	14,325.00				14,325.00			
206 shares Reading Co.			7,931.00		7,931.00			
18 shares Rensselaer and Saratoga R. R. Co. . .	2,290.91				2,290.91			
70 shares Southern Ry. Co.....			1,942.50		1,942.50			
6 shares Southern Ry. Co. preferred.....			339.00		339.00			
33 shares Texas & Pacific Ry. Co.....			561.00		561.00			
33 shares Tri-City Railway and Light Co. preferred			2,796.75		2,796.75			
155 shares United New Jersey R. R. & Canal Co. 15 shares Wabash Ry. Co.....	28,894.88				28,894.88			
16 shares Wabash Ry. Co. preferred.....			166.87		166.87			
			784.00		784.00			

400 shares F. W. Woolworth Co., preferred.....	50,450.00						50,450.00
166 shares Worcester Consolidated Street Ry. Co. preferred.....			8,326.26				8,326.26
		2,335,703.23					
BONDS AND MORTGAGES							
On northwest corner of Avenue 'A' and East 13th Street, New York, at 4½ per cent. due 1919..	75,000.00				5,000.00		70,000.00
On 90-92 Avenue 'B', New York, at 4½ per cent. due 1918.....	60,000.00				2,500.00		57,500.00
On 218 Avenue 'B', New York, at 5 per cent, due 1920.			12,000.00				12,000.00
On 354 Broadway, New York, at 5½ per cent. due 1914	62,700.00						62,700.00
On 924-926 Broadway, New York, at 5 per cent., due 1921.....	90,000.00				4,000.00		86,000.00
On Concord Avenue near 151st St. New York, at 4½ per cent, due 1921.....			28,000.00				28,000.00
On 349 Convent Ave. New York, at 4½ per cent. due 1916.....			15,000.00				15,000.00
On 2749 Eighth Ave. New York, at 5 per cent. due 1919.....			35,000.00				35,000.00
On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5½ per cent., due 1921.....	27,000.00						27,000.00
On 580 Fifth Avenue, New York City, at 4½ per cent, due 1923				100,000.00			100,000.00
On 586 Fifth Avenue, New York City at 4½ per cent., due 1927.....	215,000.00						215,000.00
On 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000.00				100,000.00		
On 18 Gramercy Park, New York, at 5½ per cent., Second Mortgage due 1922.....	15,000.00			10,000.00			25,000.00
On 609-13 Greenwich Street, 120-128 Leroy Street, New York, at 5½ per cent. due 1924.....			206,000.00				206,000.00
<i>Carried forward</i>	\$644,700.00	\$5,739,768.64	\$1,670,737.95		\$130,778.30		\$939,200.00
							\$6,985,228.29

2,987,776.78

	At June 30, 1918	Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$644,700.00	\$1,670,737.95	\$130,778.30	\$6,985,228.29
On 2157 Hughes Avenue, New York at 5 per cent., due 1921.....	75,000.00	3,250.00	.....	3,250.00
On 26 John Street, New York, at 5 per cent., due 1921.....	60,000.00	.....	25,000.00	50,000.00
On 824 Madison Avenue, New York, at 5 per cent., due 1919.....	20,500.00	.....	.....	60,000.00
On 57 Morton Street, New York, at 5 per cent., due 1919.....	15,000.00	.....	.....	20,500.00
On 93 Park Row, New York, at 5 per cent., due 1921.....	53,000.00	.....	15,000.00	20,500.00
On southwest corner of Prince and Thompson Streets, New York, at 5 per cent., due 1919.....	42,000.00	.....	.....	53,000.00
On 136-138 Rivington Street, New York, at 5 per cent., due 1920.....	40,000.00	.....	1,000.00	41,000.00
On 745-747 East 6th Street, New York, at 4½ per cent., due 1921.....	17,000.00	.....	.....	40,000.00
On 416-18 East 13th Street, New York, at 5 per cent., due 1918.....	15,000.00	41,000.00	.....	41,000.00
On 238 East 15th Street, New York, at 5 per cent., due 1919.....	.....	.....	.....	17,000.00
On 209 East 17th Street, New York, at 4 per cent., due 1900.....	15,000.00	.....	15,000.00	.....
On 220 East 24th Street, New York, at 5 per cent., due 1915.....	8,000.00	.....	.....	8,000.00
On 4½ West 43rd Street, New York, at 5½ per cent., due 1930.....	.....	34,000.00	.....	34,000.00
On 7-11 West 47th Street, New York, at 4 per cent., due 1924.....	180,000.00	.....	.....	180,000.00
On 17 West 47th Street, New York, at 5 per cent., due 1919.....	43,500.00	.....	.....	43,500.00

On 33 West 47th Street, New York, at 4¼ per cent., due 1919.	44,000.00			4,000.00	40,000.00
On 41 West 47th Street, New York, at 4½ per cent., due 1913. (Forclosed).	60,500.00			60,500.00	
On 47 West 47th Street, New York, at 5 per cent., due 1919.	36,000.00			1,000.00	35,000.00
On 67 West 47th Street, New York, at 4½ per cent., due 1919.	35,000.00			2,000.00	33,000.00
On 69 West 47th Street, New York, at 4½ per cent., due 1919.	35,000.00			2,000.00	33,000.00
On 12 West 48th Street, New York, at 5 per cent., due 1919.	57,500.00				57,500.00
On 30 West 48th Street, New York, at 4½ per cent., due 1919.	30,000.00				30,000.00
On 34 West 48th Street, New York, at 4½ per cent., due 1919.	40,000.00				40,000.00
On 38 West 48th Street, New York, at 4½ per cent., due 1919.	35,750.00				35,750.00
On 40 West 48th Street, New York, at 4½ per cent., due 1919.	36,350.00				36,350.00
On 44 West 48th Street, New York, at 4½ per cent., due 1919.	10,000.00			10,000.00	
On 56 West 48th Street, New York, at 5 per cent., due 1920.	36,000.00			3,000.00	33,000.00
On 58 West 48th Street, New York, at 5 per cent., due 1907.	10,000.00				10,000.00
On 66 West 48th Street, New York, at 4½ per cent., due 1919.	32,000.00				32,000.00
On 3 West 50th Street, New York, at 6 per cent, due 1922.			18,000.00		18,000.00
On 245 West 50th Street, New York, at 4½ per cent., due 1921.	34,000.00				34,000.00
<i>Carried forward.</i>	\$1,745,800.00	\$5,739,768.64	\$1,766,987.65	\$269,278.30	\$1,998,050.00
					\$6,985,228.29

	At June 30, 1918		Increase 1918-1919	Decrease 1918-1919	At June 30, 1919	
	\$1,745,800.00	\$5,739,768.64			\$1,998,050.00	\$6,985,228.29
<i>Brought forward</i>						
On 27-31 West 55th Street, New York, at 4½ per cent., due 1920.....	30,000.00				30,000.00	
On 170 West 65th Street, New York, at 5 per cent., due 1921.....	12,000.00				12,000.00	
On northeast corner 69th Street and Columbus Avenue, New York, at 5 per cent., due 1919.....	100,000.00			5,000.00	95,000.00	
On 205 West 101st Street, New York, at 5½ per cent., due 1914.....	105,000.00				105,000.00	
On Southwest Cor. 106th Street and West End Avenue, New York City at 4½ per cent., due 1921.....	105,000.00				105,000.00	
On 223-225 West 109th Street, New York, at 4½ per cent., due 1921.....	40,000.00			40,000.00		
On 336 East 113th Street, New York, at 5 per cent., due 1920.....			17,550.00		17,550.00	
On Northwest Cor. Morningside Avenue and 115th Street, New York, at 5 per cent., due 1921.....	140,000.00				140,000.00	
On 417 West 117th Street, New York, at 5 per cent., due 1916. (Second Mortgage).....	4,000.00				4,000.00	
On 518 East 139th Street, New York, at 5 per cent., due 1919.....			24,000.00		24,000.00	
On 746-8 East 180th Street, New York, at 5 per cent., due 1919.....			19,000.00		19,000.00	
On 753 East 187th Street, New York, at 5 per cent., due 1919.....			19,000.00		19,000.00	
On 163-173 Sterling Place, Brooklyn, at 5 per cent., due 1920.....	33,000.00				33,000.00	

	At June 30, 1918	Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$382,113.75	\$2,148,537.95	\$314,278.30	\$382,113.75
				\$9,961,828.29
BONDS AND MORTGAGES				
On 644-654 Greenwich Street, New York, at 5 per cent., due 1921.....	150,000.00			150,000.00
On 609-13 Greenwich Street, 120-128 Leroy Street, New York, at 5½ per cent., due 1924.....		15,000.00		15,000.00
On southeast corner of Lenox Avenue and 117th Street, New York, at 5 per cent., due 1920.....	164,000.00		6,000.00	158,000.00
On southeast corner of Lenox Avenue and 130th St., New York, at 5 per cent., due 1917. (Foreclosed)	60,000.00		60,000.00	
On 712 Madison Avenue, New York, at 4½ per cent., due 1916. (Foreclosed).....	40,000.00		40,000.00	
On 124 West 42nd Street, New York, at 5 per cent., due 1921.....	162,500.00			162,500.00
On 1 East 64th Street, New York, at 5 per cent., due 1921.....	400,000.00			400,000.00
On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000.00			70,000.00
		1,428,613.75		1,337,613.75
JOHN STEWART KENNEDY FUND				
INVESTMENTS—BONDS				
\$50,000 Baltimore & Ohio R. R. Co's 4 per cent. Refunding Mortgage Bonds, due 1941 (Pittsburgh, Lake Erie & West Virginia System). 17,000 Chicago, Milwaukee & Puget Sound Ry. Co's 4 per cent. First Mortgage Bonds, due 1949.....	44,687.50			44,687.50
	16,128.75			16,128.75

25,000 Cleveland Electric Illuminating Co's 5 per cent. First Mortgage Bonds, due 1939.	25,250.00			57.72	25,192.28
75,000 Des Plaines Valley Ry. Co's 4½ per cent. First Mortgage Bonds, due 1947. (Guaranteed by Chicago & Northwestern Ry. Co.)	75,000.00				75,000.00
50,000 Dominion of Canada 5 per cent. Gold Bonds, due 1926.	49,281.25				49,281.25
100,000 Montana Central Ry. Co's 6 per cent. First Mortgage Bonds, due 1937.	129,000.00			7,249.98	121,750.02
36,000 New York Central & Hudson River R. R. Co's 3½ per cent. Mortgage Bonds, due 1997.	32,940.00				32,940.00
50,000 New York Telephone Co's 4½ per cent. First and General Mortgage Sinking Fund Bonds, due 1939.	48,750.00				48,750.00
50,000 Norfolk & Western Ry. Co's 4 per cent. Divisional First Lien and General Mortgage Bonds, due 1944.	46,222.50				46,222.50
29,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)	28,288.75				28,288.75
200,000 Northern Pacific Ry. Co's 3 per cent. (General Lien Railway and Land Grant) Bonds, due 2047.	147,000.00			12,600.00	134,400.00
150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.	192,000.00				192,000.00
5,000 United States of America Third Liberty Loan 4¼ per cent. Gold Bonds. Due 1928	5,000.00				5,000.00
<i>Carried forward.</i>	\$839,548.75	\$9,556,182.39	\$2,163,537.95	\$440,186.00	\$859,641.05
					\$11,299,442.04

	At June 30, 1918	Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$839,548.75	\$2,163,537.95	\$440,186.00	\$859,641.05
27,000 Wabash R. R. Co's First Mortgage 5 per cent. 50 Year Bonds, due 1939.....	27,033.75	.....	.....	27,033.75
100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds due 1939.....	103,500.00	.....	807.66	102,692.34
STOCKS				
39 shares Central Syndicate Building Company's Stock.....	3,705.00	.....	.....	3,705.00
1,300 shares Great Northern Iron Ore Certificates.....	81,250.00	.....	.....	81,250.00
2,090 shares Great Northern Ry. Co's preferred Stock.....	264,100.00	.....	.....	264,100.00
3,200 shares Northern Pacific Ry. Co's stock.....	407,200.00	.....	.....	407,200.00
300 shares Union Pacific R. Co's preferred stock.....	28,012.50	.....	.....	28,012.50
BONDS AND MORTGAGES				
On 29-33 Park Place, New York, at 5 per cent., due 1920.....	195,000.00	.....	5,000.00	190,000.00
On 91-93 Ninth Avenue, New York, at 5 per cent., due 1917 (Foreclosed).....	26,500.00	.....	26,500.00	.....
On 32 East Broadway, New York, at 5 per cent., due 1920.....	30,000.00	.....	.....	30,000.00
On 609-43 Greenwich Street, 120-128 Leroy Street, New York, at 5½ per cent, due 1924.....	.....	4,000.00	.....	4,000.00
On north side 108th Street, 125 feet east of Broadway, New York, at 4½ per cent., due 1921.....	147,000.00	.....	2,000.00	145,000.00
On 524-526 West 145th Street, New York, at 5 per cent., due 1921.....	54,000.00	.....	1,000.00	53,000.00
	2,206,850.00	.....	.....	\$2,155,634.64

II—General Funds

\$30,000 Manhattan Ry. Co's 4 per cent. Consolidated Mortgage Bonds, due 1990.	30,000.00				30,000.00
5,000 Norfolk Terminal and Transportation Co's 5 per cent. Terminal First Mortgage Bonds, due 1948.	5,113.63	14.20			5,099.43
1,000 City of New York 4¼ per cent. Corporation Stock, due 1960.	1,005.00				1,005.00
500 City of New York 4¼ per cent. Corporation Stock, due 1962.	501.88				501.88
21,600 Columbia University Club 5 per cent Bonds, due 1942.			21,600.00		21,600.00
100 Columbia University Club 5 per cent Bonds, due 1942 (subscription receipt).			100.00		100.00
168 shares Consolidation Coal Co. of Maryland Stock (par \$100).	12,800.00				12,800.00
650 United States of America First Liberty Loan 3½ per cent Bonds, due 1947.			650.00		650.00
200 United States of America First Liberty Loan 4 per cent Converted Gold Bonds, due 1932-47.			200.00		200.00
100 United States of America First Liberty Loan 4 per cent Bonds, converted, due 1937.			100.00		100.00
300 United States of America First Liberty Loan 4¼ per cent Bonds, converted, due 1947.			300.00		300.00
400 United States of America Second Liberty Loan 4 per cent Bonds, due 1942.			400.00		400.00
800 United States of America Second Liberty Loan 4¼ per cent Bonds, converted, due 1942.			800.00		800.00
	\$49,420.51	\$11,763,032.39	\$2,191,687.95	\$475,507.86	\$73,556.31
<i>Carried forward</i>					\$13,455,076.68

	At June 30, 1918	Increase 1918-1919	Decrease 1918-1919	At June 30, 1919
<i>Brought Forward</i>	\$49,420.51	\$2,191,687.95	\$475,507.86	\$73,556.31
1,550 United States of America Third Liberty Loan 4½ per cent Bonds, due 1928 .....	.....	1,550.00	.....	1,550.00
5,200 United States of America Fourth Liberty Loan 4½ per cent Bonds, due 1938 .....	.....	5,200.00	.....	5,200.00
350 United States of America Victory Loan 4¾ per cent Bonds, due 1923 .....	.....	350.00	.....	350.00
BONDS AND MORTGAGES				
On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5½ per cent., due 1921	23,000.00	.....	.....	23,000.00
On 580-584 Fifth Avenue, New York, at 4½ per cent. due 1923 and 1927	885,000.00	.....	100,000.00	785,000.00
On 1045 Fifth Avenue, New York, at 4½ per cent., due 1921	80,000.00	.....	.....	80,000.00
On 1-5 West 47th Street, New York, at 4½ per cent. due 1924	220,000.00	.....	.....	220,000.00
On Van Wyck Farm at Fishkill, New York, at 5 per cent., due 1918	3,000.00	.....	3,000.00	.....
On 136 Monroe Street, New York, at 5 per cent., due 1919	15,000.00	.....	.....	15,000.00
	\$1,275,420.51			\$1,203,656.31

FIRE INSURANCE FUND						
\$50,000 Manhattan Ry. Co's 4 per cent. Consolidated Mortgage Bonds, due 1990.....	50,000.00					50,000.00
III—Designated Funds						
4,000 United States of America Second Liberty Loan 4 per cent., Converted Gold Bonds, Due 1942.....	4,000.00					4,000.00
100 United States of America Third Liberty Loan 4¼ per cent Bonds, due 1928.....			-96.80			96.80
500 United States of America Second Liberty Loan 4 per cent Convertible Gold Bonds, due 1942.....			500.00			500.00
Income Special Funds						
\$100,000 United States of America Certificates of Indebtedness Series V.F. 4½ per cent, due 1919.....			100,000.00			100,000.00
	\$13,092,452.90	\$2,299,384.75		\$578,507.86		\$14,813,329.79

UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

	At June 30, 1918		Additions 1918-19	Deductions 1918-19	At June 30, 1919	
Land: 114th to 116th Streets, Amsterdam Avenue and Broadway	\$2,022,440.06				\$2,022,440.06	
Improvements to Grounds	53,239.90				53,239.90	\$2,075,679.96
	\$2,075,679.96					
116th to 120th Streets, Amsterdam Avenue and Broadway	2,000,000.00				2,000,000.00	
Improvements to Grounds	429,601.17				429,601.17	2,429,601.17
	2,429,601.17					
116th Street, north side, Morningside Drive to Amsterdam Avenue		563,193.40				563,193.40
117th Street, south side, Morningside Drive to Amsterdam Avenue		503,656.95				503,656.95
Avery Library Building: Construction		339,021.42				339,021.42
Crocker Research Building: Construction	39,525.85				39,525.85	
Interest	6,826.80		\$960.87		7,787.67	
	46,352.65				47,313.52	
Charged off to Income Crocker Research Fund	25,000.00			\$5,000.00	30,000.00	
	21,352.65					17,313.52
Earl Hall: Construction		164,844.65				164,844.65
Engineering Building: Construction	284,075.50				284,075.50	
Equipment	20,325.47		450.00		20,775.47	
	304,400.97					304,850.97
Fayerweather Hall: Construction	274,113.67				274,113.67	
Equipment	14,645.43				14,645.43	288,759.10
	288,759.10					

Furnald Hall:	Construction.....	352,666.66	.....	.....	.....	352,666.66
	Equipment.....	22,333.34	.....	.....	.....	22,333.34
			375,000.00	.....	.....	375,000.00
Hamilton Hall:	Construction.....	486,572.26	.....	.....	.....	486,572.26
	Equipment.....	24,156.49	.....	.....	.....	24,156.49
			510,728.75	.....	.....	510,728.75
Hartley Hall:	Construction.....	335,173.67	.....	.....	.....	335,173.67
	Equipment.....	16,799.20	.....	.....	.....	16,799.20
			351,972.87	.....	.....	351,972.87
Havemeyer Hall:	Construction.....	516,488.62	.....	.....	.....	516,488.62
	Equipment.....	53,474.86	.....	.....	.....	53,474.86
		569,963.48	.....	.....	.....	569,963.48
		530,692.42	.....	.....	.....	530,692.42
Kent Hall:	Construction.....	1,108,213.09	.....	.....	.....	1,108,213.09
Library Building:	Construction.....	97,037.38	.....	.....	.....	97,037.38
	Equipment.....	46,600.00	.....	.....	.....	46,600.00
	Changes, 1910-14.....	1,251,850.47	.....	.....	.....	1,251,850.47
Livingston Hall:	Construction.....	333,520.98	.....	.....	.....	333,520.98
	Equipment.....	17,008.63	.....	.....	.....	17,008.63
		350,529.61	.....	.....	.....	350,529.61
Model House and Model of Buildings and Grounds	Construction.....	19,972.70	.....	.....	.....	19,972.70
Philosophy Building:	Construction.....	349,694.66	.....	.....	.....	349,694.66
President's House:	Construction.....	196,830.82	.....	.....	.....	196,830.82
	Furnishing.....	23,533.91	.....	.....	.....	23,533.91
		220,364.73	.....	.....	.....	220,364.73
St. Paul's Chapel:	Construction.....	266,676.54	.....	.....	.....	266,676.54
	Equipment.....	29,846.62	.....	.....	.....	29,846.62
		296,523.16	.....	.....	.....	296,523.16
Schermerhorn Hall:	Construction.....	457,658.17	.....	.....	.....	457,658.17
	Equipment.....	35,786.35	.....	.....	.....	35,786.35
		493,444.52	.....	.....	.....	493,444.52
<i>Carried forward.....</i>		\$12,011,247.64	.....	\$1,410.87	\$5,000.00	.....
						\$12,007,658.51

	At June 30, 1918	Additions 1918-19	Deductions 1918-19	At June 30, 1919
<i>Brought forward</i>	\$12,011,247.64	\$1,410.87	\$5,000.00	\$12,007,658.51
School of Journalism: Construction.....	534,863.38			534,863.38
Equipment.....	28,637.83			28,637.83
School of Mines Building: Construction.....	305,506.29			305,506.29
Equipment.....	19,460.85			19,460.85
University Hall: Construction.....	983,657.05			983,657.05
Equipment.....	17,214.26			17,214.26
Equipment: Power House.....	118,828.52			118,828.52
Gymnasium.....	43,149.23			43,149.23
Commons.....		15,390.11		15,390.11
No. 407 West 117th Street, New York.....	1,162,849.06			1,178,239.17
No. 411 West 117th Street, New York, (Maison Francaise).....	23,650.00			23,650.00
No. 413 West 117th Street, New York.....	33,291.39			33,291.39
No. 415 West 117th Street, New York.....	23,439.12			23,439.12
No. 419 West 117th Street, New York (Columbia House).....	23,439.12			23,439.12
No. 421 West 117th Street, New York.....	30,000.00			30,000.00
No. 431 West 117th Street, New York.....	23,234.80			23,234.80
No. 433 West 117th Street, New York.....	25,213.98			25,213.98
Class of 1880 Gates.....	24,243.80			24,243.80
Class of 1881 Flagstaff.....	2,000.00			2,000.00
Class of 1893 Chapel Bell.....	4,600.00			4,600.00
Class of 1906 Clock.....	4,485.00	629.84		5,114.84
Equipment of Dining Room and Kitchen, Faculty Club.....	1,159.16			1,159.16
Fountain of Pan.....	1,200.00			1,200.00
	12,013.50			12,013.50

Granite Posts for Gate at 119th Street and Amsterdam Avenue.....	2,563.00					2,563.00
Hamilton Statue.....	10,900.00					10,900.00
Lighting University Grounds.....	1,035.00					1,035.00
Pylons (Class of 1890 Arts and Mines Gift).....	8,598.72					8,598.72
Setting Bust of Professor Egleston (Class of 1883, Mines, Gift).....	390.00					390.00
Seth Low Memorial Tablet.....	1,010.00					1,010.00
Van Amringe Memorial.....	11,900.00	7,301.50				19,201.50
Repairs and Equipment of Old Buildings:						
East Hall.....	5,113.34				5,113.34	
South Hall.....	4,490.42				4,490.42	
West Hall.....	10,252.67				10,252.67	
South Court Fountains.....						19,856.43
Students Army Training Corps Equipment.....		850.00				4,932.88
Assessments:						850.00
Boulevard Sewer.....	2,579.90				2,579.90	
129th Street Sewer.....	749.25				749.25	
Opening and acquiring title to Addition to Riverside Park.....	8,168.98				8,168.98	
Opening 116th Street.....	2,882.77				2,882.77	
Opening 120th Street.....	38,956.09				38,956.09	
Opening Riverside Drive and Parkway.....	4,814.55				4,814.55	
Expenses of Removal.....	58,151.54					58,151.54
Insurance.....	59,987.56					59,987.56
Interest.....	3,754.40					3,754.40
Legal Expenses.....	339,812.08					339,812.08
Outside Street Work.....	4,291.07					4,291.07
Vaults: East.....	107,140.39					107,140.39
West.....	30,382.79				30,382.79	
	37,316.40				37,316.40	
<i>Carried forward</i>	\$14,996,557.18	\$25,582.32	\$5,000.00			\$15,017,139.50

	At June 30, 1918	Additions 1918-19	Deductions 1918-19	At June 30, 1919
<i>Brought forward</i>	\$14,996,557.18	\$25,582.32	\$5,000.00	\$15,017,139.50
CREDITS				
Award for widening 120th Street.....	922.50			922.50
Interest on deposits of the Building Fund.....	11,332.68			11,332.68
Interest on deposits of the Schermerhorn Building Fund.....	115.00			115.00
Rents received from Old Buildings.....	4,510.00			4,510.00
Sale of Old Bricks.....	6,019.47			6,019.47
Overcharge to Amount shown in Treasurer's Report of July 1, 1898, and subsequently amended.....	13,809.28			13,809.28
	\$14,959,848.25	\$25,582.32	\$5,000.00	\$14,980,430.57

OTHER PROPERTY

	At June 30, 1918	Increase 1918-19	Decrease 1918-19	At June 30, 1919
Gaillard-Loubat Library Endowment Fund, 503-511 Broadway, New York.....	\$680,873.61	\$7,814.17		\$688,687.78
Williamsbridge Property.....	260,938.57	4,847.87		265,786.44
No. 18 East 16th Street, New York, Land.....	167,109.75			167,109.75
	\$1,108,921.93	\$12,662.04		\$1,121,583.97

REDEMPTION FUND

Balance in Fund at June 30, 1918.....	\$800,000.00
Add: Securities deposited with Trustees of Fund.....	100,000.00
Balance in Fund at June 30, 1919.....	<u>\$900,000.00</u>

Composed of:

BONDS

\$10,000.00 Anglo-French 5 per cent. External Loan Bonds due 1920.....	\$94,875.00
30,000.00 Baltimore & Ohio R. R. Co's. (P., L. E. & W. Va. System) 40-year 4 per cent., Refunding Bonds, due 1941.....	27,450.00
500000.00 Baltimore & Ohio R. R. Co's (S. W. Division) 3½ per cent. First Mortgage Bonds, due 1925.....	44,937.50
400000.00 Central New England Ry. Co's. 50-year 40 per cent. First Mortgage Bonds, due 1961..	37,211.25
501,000.00 Chicago Union Station Co's 4½ per cent. First Mortgage Gold Bonds, due 1963.....	49,875.00
500000.00 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. Colteral)	47,933.75
30000.00 St. Louis, Southwestern Ry. Co.'s, 4 per cent. First Mortgage Bonds, due 1989	27,750.00
10000.00 United States of America. Second Liberty Loan of 1917 10/25 year 4% Conv. Bonds. Due 1942.....	10,000.00
20000.00 United States of America. Third Liberty Loan of 1918 10 Year 4¼% Gold Bonds. Due 1928.....	20,000.00

BONDS AND MORTGAGES

On 18 Gramercy Park, New York, at 4%, due 1910	100,000.00	
On 212 Grand Street, New York, at 5 per cent., due 1919.....	27,000.00	
On 93 Park Row, New York, at 5%, due 1921..	15,000.00	
On 720 St. Nicholas Avenue, New York, at 5 per cent. due 1919.....	8,000.00	
On northwest corner Second Avenue and 12th Street, New York, at 4½ per cent., due 1919.....	91,250.00	
On 14 West 48th Street, New York, at 5 per cent., due 1920.....	61,000.00	
On 52 West 48th Street, New York, at 5%, due 1916	10,000.00	
On 62 West 48th Street, New York, at 5%, due 1911	20,000.00	
On 534-550 West 58th Street, New York, at 4¾ per cent., due 1921.....	100,000.00	
On Southwest Corner 174th Street and St. Nicholas Avenue, at 4½ per cent. due 1922.....	100,000.00	\$892,282.50
Cash.....		<u>7,717.50</u>
		<u>\$900,000.00</u>

SPECIAL FUNDS

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
(A) For General Endowment			
BURGESS (ANNIE P.) FUND: Bequest of the late Annie P. Burgess to the general endowment of the University. Established 1913.....	\$63,365.00	.....	\$63,365.00
BURGESS (JOHN W.) FUND: Gift of Anonymous Donors to the general endowment of the University. Established 1910..	100,000.00	.....	100,000.00
CARPENTIER (H. W.) ENDOWMENT FUND Legacy of the late Horace W. Carpentier, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918.....		799,988.85	799,988.85
HARRIMAN (REVEREND ORLANDO) FUND: Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908.....	102,500.00	.....	102,500.00
JAMES (D. WILLIS) FUND: Bequest of D. Willis James, the income to be applied, until further action by the Trustees, to the salary of the Professor of Geology. Established 1908.....	100,000.00	.....	100,000.00
KENNEDY (JOHN STEWART) ENDOWMENT FUND: On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia University 1903 to 1909. Established 1910.....	2,206,917.86	.....	2,206,917.86
LANGELOTH (JACOB) FUND: Legacy of the late Jacob Langeloth. Established 1915.....	5,000.00	.....	5,000.00

MANNERS (EDWIN) FUND: Legacy of the late Edwin Manners to establish this Fund. Established 1914.....	3,000.00	.....	3,000.00
MILLER (GUY B.) FUND: Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904.....	10,000.00	.....	10,000.00
PELL (MARY B.) LEGACY Legacy of the late Mary B. Pell, the income to be expended in such manner and for such pur- poses as the Trustees may from time to time direct.....		650.00	650.00
PHENIX LEGACY: On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, be- queathed to Columbia College in 1881.....	124,672.48	140.97 Decrease	124,531.51
VAN CORTLANDT (ROBERT B) FUND Bequest of the late Robert B. Van Cortlandt, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct.....		197,000.00	197,000.00
WEBBER FUND Legacy of the late John Webber. Established 1918	1,000.00	.....	1,000.00
	\$2,716,455.34	\$997,497.88	\$3,713,953.22
(B) For Designated Purposes.			
ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH: Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applica- tions; the income received in excess of such stipend to be used in the publication and distri- bution of the results of the investigation carried on by such Fellows. Established 1904.....	\$50,000.00	.....	\$50,000.00
ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND: Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913.....	5,000.00	.....	5,000.00
	\$2,771,455.34	\$997,497.88	\$3,768,953.22
<i>Carried forward</i>			

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$2,771,455.34	\$997,497.88	\$3,768,953.22
ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC: Gift of an Anonymous donor to establish this fund; the income to be used to maintain a Professorship in Church and Choral Music. Established 1913.....	92,500.00	.....	92,500.00
ART PROFESSORSHIP FUND: Bequest of Hugo Reisinger to found a professorship of the History of Arts. Established 1916.	50,000.00	26,926.04	76,926.04
AVERY ARCHITECTURAL FUND: Gift of Samuel P. Avery and Mary Ogdan Avery in memory of their deceased son, Henry Ogdan Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000..	50,000.00	.....	50,000.00
BARNARD FELLOWSHIP FUND: Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research.' Established 1889.....	10,000.00	.....	10,000.00
BARNARD LIBRARY FUND: The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the 'Barnard Fund for the Increase of the Library', the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the 'Barnard Medal for Meritorious Service to Science', to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1920. Established 1889.....	59,501.64	.....	59,501.64
BARNARD (MARGARET) FUND: The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, 'to augment the sum left by my late husband'. Established 1892.....	16,231.67	.....	16,231.67

BECK FUNDS:

The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied 'to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe'. The income of the remaining \$8,000 to be used for an annual prize 'to the student in the Law School who shall pass the best examination in Real Estate Law'. Established 1899.

Beck Scholarship Fund..... \$2,000.00
 Beck Prize Fund..... 8,000.00

BEER (JULIUS) LECTURE FUND:

Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903.

BENNETT PRIZE FUND:

Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States'. Established 1893.

BERGH (HENRY) FUND:

Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907.

BLUMENTHAL ENDOWMENT FUND:

Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.

BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND:

Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909.

BONDY (EMIL C.) FUND:

Legacy of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and second, toward general research in medicine and surgery and their allied subjects. Established 1916.

Carried forward.

10,000.00	10,000.00	10,000.00	10,000.00
1,000.00	1,000.00	1,000.00	1,000.00
100,000.00	100,000.00	100,000.00	100,000.00
100,116.67	100,116.67	100,116.67	100,116.67
19,667.50	19,667.50	19,667.50	19,667.50
100,000.00	100,000.00	100,000.00	100,000.00
\$3,390,472.82	\$1,024,423.92	\$4,414,896.74	

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$3,390,472.82	\$1,024,423.92	\$4,414,896.74
BRIDGHAM (SAMUEL WILLARD) FUND: Gift of Mrs. Fanny Bridgham to establish this fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the Faculty of Applied Science. Established 1915..	21,849.33	.....	21,849.33
BULL (WILLIAM T.) MEMORIAL FUND: From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M. D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911.....	32,853.40	.....	32,853.40
BUNNER PRIZE FUND: i. Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the 'H C. Bunner Medal', to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896.....	1,247.00	.....	1,247.00
BURGESS (ANNIE P.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000.00	.....	5,000.00
BURGESS (DANIEL M.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000.00	.....	5,000.00
BUTLER (NICHOLAS MURRAY) MEDAL FUND: Gift of Archer M. Huntington to establish this fund; the income to be used in providing a gold medal every five years for the most distinguished contribution made anywhere in the world to Philosophy, or to educational theory, practice or administration. Established 1914..	3,000.00	.....	3,000.00

<p>BUTLER (RICHARD) SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903.</p>	<p>5,424.52</p>	<p>.....</p>	<p>5,424.</p>
<p>CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900.</p>	<p>6,000.00</p>	<p>.....</p>	<p>6,000.00</p>
<p>CARPENTIER (EDWARD R.) FUND: Gift of Mrs. Maria H. Williamson for the endowment of a 'Professorship, or an endowed lectureship, on the origins and growth of civilizations among men'. Established 1906.</p>	<p>250,000.00</p>	<p>.....</p>	<p>250,000.00</p>
<p>CARPENTIER (JAMES S.) FUND: Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903.</p>	<p>300,000.00</p>	<p>.....</p>	<p>300,000.00</p>
<p>CARPENTIER (R. S.) FUND: Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.</p>	<p>100,000.00</p>	<p>.....</p>	<p>100,000.00</p>
<p>CENTER FUND: Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896.</p>	<p>178,046.50</p>	<p>.....</p>	<p>178,046.50</p>
<p>CHAMBERLAIN (JOSEPH P.) ENDOWMENT FUND: Gift of Mr. Joseph P. Chamberlain for the endowment of a chair of legislation. Established 1917.</p>	<p>150,000.00</p>	<p>.....</p>	<p>150,000.00</p>
<p><i>Carried forward</i></p>	<p>\$4,448,893.57</p>	<p>\$1,024,423.92</p>	<p>\$5,473,317.49</p>

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$4,448,893.57	\$1,024,423.92	\$5,473,317.49
CHANDLER (CHARLES FREDERICK) FUND: From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler; the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910.	7,346.64	.....	7,346.64
CHANLER PRIZE FUND: Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for 'the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject'. Established 1877.....	1,087.25	.....	1,087.25
CHAPEL MUSIC FUND: Gift of Gerard Beekman of the Class of 1864 to establish this fund; the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913.	1,049.35	.....	1,049.35
CLARK SCHOLARSHIP FUND: Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894.....	14,932.75	.....	14,932.75
CLASS OF 1848 SCHOLARSHIP FUND: Gift of an anonymous friend, 1902.....	10,000.00	.....	10,000.00
CLASS OF 1885, SCHOOL OF MINES, FUND: Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation; the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.....	10,559.43	.....	10,559.43
CLASS OF 1888 SCHOOL OF MINES FUND: For the maintenance of the Class of 1888 Gates. Established 1917.....	400.00	.....	400.00

<p>CLASS OF 1889 MEDAL FUND: Gift of the Class of 1889, School of Mines, to establish this fund in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of striking a medal to be awarded triennially. Established 1915.</p>	<p>500.00</p>	<p>.....</p>	<p>500.00</p>
<p>CLASS OF 1892 ARTS AND MINES FUND: Gift of the Class of 1892 Arts and Mines for the endowment of rooms 633 Hartley and 431 Furnald, the occupancy thereof to be awarded as provided in the deed of gift. Established 1917.</p>	<p>6,600.00</p>	<p>.....</p>	<p>6,600.00</p>
<p>CLASS OF 1895 ARTS AND MINES FUND: Gift of the Class of 1895 Arts and Mines, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct.</p>	<p>5,000.00</p>	<p>.....</p>	<p>5,000.00</p>
<p>CLASS OF 1901 DECENNIAL FUND: Gift of the Class of 1901, College and Applied Science, to establish this fund, the income of which is to be used for the purpose of defraying, or assisting to defray, the expenses of maintaining the work of the Committee on Employment of Students. Established 1911. .</p>	<p>1,392.81</p>	<p>.....</p>	<p>1,392.81</p>
<p>CLASS OF 1905 FUND: Gift of the Class of 1905, College and Science, to establish this fund, the income to be disposed of yearly by direction of the Class, the accumulated interest being added to the principal if the Class make no direction. In 1930 the entire fund with accumulations and additions shall be applied to some University, athletic or alumni, activity as directed by the Class and if the Class make no direction, the entire fund with accumulations and additions shall become the property of the University, as a gift from the Class. Established 1915</p>	<p>1,091.73</p>	<p>.....</p>	<p>1,091.73</p>
<p>COCK, M.D. (THOMAS F.) PRIZE FUND: Legacy from the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the 'Thomas F. Cock, M.D., Prize' for the best thesis on pyæral fever. Established 1915.</p>	<p>1,124.52</p>	<p>.....</p>	<p>1,124.52</p>
<p><i>Carried forward.</i></p>	<p>\$4,504,978.05</p>	<p>\$1,029,423.92</p>	<p>\$5,534,401.97</p>

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$4,504,978.05	\$1,029,423.92	\$5,534,401.97
COLLINS (PERRY McDONOUGH) SCHOLARSHIP FUND: Bequest of the late Kate Collins Brown; the annual income to be divided into amounts of Three hundred dollars (\$300) to be paid annually under such rules and regulations as the Board of Trustees of the College may from time to time establish, to each of those undergraduates in the academic and scientific courses of the College whose pecuniary condition and resources are, in the judgment of the Board of Trustees, insufficient to defray the expenses of his college education; and if the College is unable in any year to use the entire income of the said Fund for the purposes aforesaid, after making every proper effort so to do, the balance of the income from the Fund in that year, not needed for the aforesaid purposes, shall be applied to the general purposes of the academic and scientific departments of the College. Established 1918		560,157.55	560,157.55
COLUMBIA FELLOWSHIP FUND: Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889...	13,000.00	.....	13,000.00
COLUMBIA HOUSE FUND: Income to be used primarily for work in connection with the Americanization of adult immigrants. Established 1918		17,200.00	17,200.00
COLUMBIA HUDSON-FULTON PRIZE FUND: Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize, or prizes, to be known as the Columbia Hudson-Fulton Prize, or Prizes, for an athletic event. Established 1909.	1,000.00	.....	1,000.00
COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND: From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911	10,037.72	.....	10,037.72

<p>CONVERS (E. B.) PRIZE FUND: Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906.....</p>	1,100.00	1,100.00	1,100.00
<p>COTHEAL FUND: Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896.....</p>	17,024.87	17,024.87	17,024.87
<p>CROCKER (GEORGE) SPECIAL RESEARCH FUND: Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911.....</p>	1,441,298.13	1,441,298.13	1,441,298.13
<p>CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND: Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913</p>	1,700.00	1,700.00	1,700.00
<p>CURRIER (NATHANIEL) FUND: Legacy of Laura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.....</p>	50,000.00	50,000.00	50,000.00
<p>CURTIS FELLOWSHIP FUND: Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.....</p>	10,000.00	10,000.00	10,000.00
	\$6,050,138.77	\$1,606,781.47	\$7,656,920.24

Carried forward

	At June 30, 1918	Additions 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$6,050,138.77	\$1,606,781.47	\$7,656,920.24
CURTIS (GEORGE WILLIAM) MEDALS FUND: Gift from an associate of George William Curtis in the Civil Service Reform work, 1902..	1,300.00	.....	1,300.00
CUTTING (W. BAYARD) FUND: Gift of Mrs. W. Bayard Cutting and her children to establish this fund in memory of the late W. Bayard Cutting, of the Class of 1859; the income to provide traveling fellowships. Established 1913.	200,000.00	.....	200,000.00
CUTTING (W. BAYARD, Jr.) FELLOWSHIP FUND: Gift of W. Bayard Cutting, to establish the 'W. Bayard Cutting, Jr. Fellowship Fund'. The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbbrand and the Gräfin Eva von Wurmbbrand during their lifetime; thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912.	15,000.00	.....	15,000.00
DACOSTA PROFESSORSHIP FUND: The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to	86,576.83	.....	86,576.83
DARLING (EDWARD A.) PRIZE FUND: Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903	1,064.75	.....	1,064.75
DEAN LUNG PROFESSORSHIP OF CHINESE FUND: Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901	226,200.00	.....	226,200.00

<p>DEUTSCHER VEREIN PRIZE FUND: Gift of the Deutscher Verein in Columbia University to establish an annual prize in German, Established 1917.....</p>	<p>1,000.00</p>	<p>1,000.00</p>
<p>DEUTSCHES HAUS ENDOWMENT FUND: The income of this fund is to be expended in equipping and maintaining the Deutsches Haus, Established 1912. Gift of Adolphus Busch, 1912..... \$14,700.00 Bequest of Hugo Reisinger, 1916..... 2,500.00</p>	<p>17,200.00 Decrease</p>	<p>17,200.00</p>
<p>DEVENDORF (DAVID M.) SCHOLARSHIP FUND: Gift of Mrs. David M. Devendorf, to establish the 'David M. Devendorf Scholarship Fund' as a memorial to her deceased husband, David M. Devendorf; the income of which is to provide a scholarship in the College of Physicians and Surgeons. Established 1911.....</p>	<p>6,500.00</p>	<p>6,500.00</p>
<p>DEWITT (GEORGE C.) SCHOLARSHIP FUND: Gift of Mrs. George C. Dewitt of New York to establish this fund, the net annual income to be awarded as a scholarship by the Faculty of Law to any graduate of Columbia College, of Christian parentage and of good mental and moral standing in his class, who may need such assistance to enable him to pursue the three-years' course at the Law School and who, in the judgment of the Faculty of Law, shall be worthy of such privilege; provided that the holder of this scholarship shall reside in one of the Residence Halls of the University during his period of study. Established 1917.....</p>	<p>15,301.75</p>	<p>15,301.75</p>
<p>DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND: Bequest of Phebe Caroline Swords to establish the 'Francis E. Doughty, M.D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912.....</p>	<p>10,000.00</p>	<p>10,000.00</p>
<p>DRISLER CLASSICAL FUND: Gift of Seth Low, formerly President of the University, for the endowment of the 'Henry Drisler Classical Fund' for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....</p>	<p>10,704.64</p>	<p>10,704.64</p>
<p><i>Carried forward</i>.....</p>	<p>\$6,640,986.74</p>	<p>\$8,230,568.21</p>

	At June 30 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$6,640,986.74	\$1,589,581.47	\$8,230,568.21
DU BOIS (DR. ABRAM) MEMORIAL FUND: Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, in memory of their father, Doctor Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.....	18,000.00	.....	18,000.00
DYCKMAN FUND: Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the 'Dyckman Fund for the Encouragement of Biological Research', the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoology and approved by the President. Established 1899.....	10,324.06	.....	10,324.06
EARLE PRIZE FUND: Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....	1,302.80	.....	1,302.80
EATON PROFESSORSHIP FUND: Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903.....	100,000.00	.....	100,000.00
EINSTEIN FUND: Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein; the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911.....	4,953.09	.....	4,953.09
ELSBERG (ALBERT MARION) PRIZE FUND: Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905. The income to provide the 'Albert Marion Elsberg Prize in Modern History'. Established 1912.....	2,000.00	.....	2,000.00

EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND: Amount collected by the Committee of the Emmons Memorial Fund for a fellowship in Scientific Research. Established 1913.....	13,923.27	13,923.27	13,923.27
FINE ARTS ENDOWMENT FUND: Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913.....	250,000.00	250,000.00	250,000.00
GARTH MEMORIAL FUND: Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.....	16,333.66	16,333.66	16,333.66
GEBHARD FUND: Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000.00	20,000.00	20,000.00
GERMAN LECTURE FUND: Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.....	1,230.85	1,230.85	1,230.85
GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP: Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor, the income to be used to enable succeeding classes of students to devote themselves as 'Gilder Fellows' to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911.....	47,601.51	47,601.51	47,601.51
GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND: Gift of George B. Goldschmidt, to establish this fund, as a memorial to Samuel Anthony Goldschmidt, of the Class of 1871, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908.....	16,366.18	16,366.18	16,366.18
GOTTHEIL (GUSTAV) LECTURESHIP FUND: Gift from Temple Emanuel to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903.....	10,265.80	10,265.80	10,265.80
<i>Carried forward</i>	\$7,153,287.96	\$1,589,581.47	\$8,742,869.43

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$7,153,287.96	\$1589,581.47	\$8,742,869.43
GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND: Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904.....	9,500.00	.....	9,500.00
GREEN PRIZE FUND: Gift of Mr. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913.....	1,000.00	.....	1,000.00
HALL (GEORGE HENRY) FUND: Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913.....	14,363.22	.....	14,363.22
HAMILTON (ADELAIDE) BEQUEST: Gift of Miss Adelaide Hamilton to be set apart as a fund for the purchase of books, as a memorial of her father, John Church Hamilton, a son of Alexander Hamilton, a proper bookplate to be set in each volume purchased with the income of the fund. Established 1917.....	1,000.00	.....	1,000.00
HARSEN SCHOLARSHIP FUND: Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships.....	31,332.73	.....	31,332.73
HARTLEY (FRANK) SCHOLARSHIP FUND: Gifts from friends of the late Frank Hartley, M.D., to endow a Scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914.....	4,480.83	68.50 Decrease	4,412.33
HEPBURN (A. BARTON) ENDOWMENT FUND: Gift of A. Barton Hepburn, the income of which shall be applied, as the Trustees may from time to time provide, to the maintenance and conduct of the School of Business. Established 1918.....		380,000.00	380,000.00

<p>ILLIG FUND: Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the Faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898..</p>	<p>2,223.99</p>	<p>.....</p>	<p>2,223.99</p>
<p>INDO-IRANIAN FUND: Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908.....</p>	<p>15,000.00</p>	<p>.....</p>	<p>15,000.00</p>
<p>JACOBI WARD FUND: Gift of an anonymous donor to endow a ward for children in the Roosevelt Hospital'. Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi</p>	<p>62,355.42</p>	<p>3,000 00 Decrease</p>	<p>59,355.42</p>
<p>JANEWAY LIBRARY FUND: Gift of Mrs. Russell Sage to establish the E. G. Janeway Library Endowment Fund; the income of which is to be devoted to the maintenance and extension of the Janeway Library in the College of Physicians and Surgeons. Established 1912.....</p>	<p>26,722.88</p>	<p>.....</p>	<p>26,722.88</p>
<p>JEFFERSON STATUE MAINTENANCE FUND: For the care and repair of the Statue of Thomas Jefferson. Established 1917. Original gift \$1589.92, to which has been added the accrued income of the Fund</p>	<p>1,629.04</p>	<p>65.32</p>	<p>1,694.36</p>
<p>LAW ALUMNI LIBRARY FUND: The income to be applied, as the Trustees may from time to time determine, for the improvement of the Law Library. Established 1916.....</p>	<p>1,500.00</p>	<p>.....</p>	<p>1,500.00</p>
<p>LAW LIBRARY FUND: Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books. Augmented by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1000).....</p>	<p>5,250.00</p>	<p>.....</p>	<p>5,250.00</p>
<p><i>Carried forward</i>.....</p>	<p>\$7,329,646.07</p>	<p>\$1,966,578.29</p>	<p>\$9,296,224.36</p>

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$7,329,646.07	\$1,966,578.29	\$9,296,224.36
LEE (THE) FUND: Gift of Dr. and Mrs. Frederic S. Lee to establish this fund; the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914	20,000.00	.....	20,000.00
LOUBAT FUND: Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archaeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.....	7,000.00	.....	7,000.00
LOUBAT PROFESSORSHIP FUND: Gift of Joseph F. Loubat to establish the Loubat Professorship in American Archaeology. Established 1903.....	100,000.00	.....	100,000.00
MAISON FRANÇAISE ENDOWMENT FUND: Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Française. Established 1913.....	5,000.00	.....	5,000.00
MARTIN (FREDERICK TOWNSEND) FUND: Legacy of the late Frederick Townsend Martin, the income to be applied to the care and cure of Tuberculosis cases through the medium of the Vanderbilt Clinic. Established 1919.....	.....	9,291.73	9,291.73
MATHEMATICAL PRIZE FUND: Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew John Dash Van Buren, Jr., of the Class of 1905. Established 1906.....	5,496.11	.....	5,496.11
McKIM FELLOWSHIP FUND: Gift of Charles F. McKim for two travelling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established 1889.....	20,000.00	.....	20,000.00
MEMBER OF CLASS OF '85 FUND: Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895.....	1,050.00	.....	1,050.00

<p>MITCHELL (WILLIAM) FELLOWSHIP FUND: Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.</p>	<p>10,000.00</p>		<p>10,000.00</p>
<p>MOFFAT SCHOLARSHIP FUND: Legacy from William B. Moffat, M.D., of the Class of 1838, for the purpose of one or more scholarships for the education and instruction of one or more indigent students'. Established 1862.</p>	<p>2,000.00</p>		<p>2,000.00</p>
<p>MONTGOMERY (ROBERT H.) PRIZE FUND: Gift of Robert H. Montgomery to establish this fund; the income to be awarded as a prize to the member of the graduating class of the School of Business who has specialized in accounting and who is deemed by the staff of the School of Business to be most proficient in all courses. Established 1916.</p>	<p>1,008.62</p>		<p>1,008.62</p>
<p>MOSENTHAL FELLOWSHIP FUND: Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.</p>	<p>7,500.00</p>		<p>7,500.00</p>
<p>ORDRONAUX (JOHN) FUND: Legacy from Dr. John Ordronaux, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909.</p>	<p>3,017.08</p>		<p>3,017.08</p>
<p>PERKINS FELLOWSHIP FUND: Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898.</p>	<p>5,700.00</p>		<p>5,700.00</p>
<p>PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH: Gift of Mr. and Mrs. William R. Peters to establish this fund as a memorial to their son, William Richmond Peters, Jr., of the Class of 1911, Civil Engineering; the income of which is to be applied to the work of research in the Department of Civil Engineering. Established 1912.</p>	<p>50,000.00</p>		<p>50,000.00</p>
<p><i>Carried forward</i></p>	<p>\$7,567,417.88</p>	<p>\$1,975,870.02</p>	<p>\$9,543,287.90</p>

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$7,567,417.88	\$1,975,870.02	\$9,543,287.90
PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND: Gift to the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbadienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902.....	1,000.00	.....	1,000.00
PHILOLEXIAN PRIZE FUND: From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-1904.....	1,376.80	.....	1,376.80
PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND: Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the 'Alexander Moncrief Proudfit Fellowship in Letters,' to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000.00	.....	15,000.00
PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the 'Maria McLean Proudfit Fellowship', to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899..	15,000.00	.....	15,000.00
PSYCHOLOGY FUND: Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.....	100,000.00	.....	100,000.00

<p>PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM: Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903. Augmented in 1916.....</p>	<p>1,796,206.07</p>	<p>.....</p>	<p>1,796,206.07</p>
<p>PULITZER SCHOLARSHIP FUND: Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893. Augmented in 1912.....</p>	<p>301,882.41</p>	<p>.....</p>	<p>301,882.41</p>
<p>ROLKER (CHARLES M., JR.) PRIZE FUND: Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909.....</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p>ROOSEVELT (THEODORE) PROFESSORSHIP FUND: Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1903.....</p>	<p>50,000.00</p>	<p>50,000.00 Decrease</p>	<p>50,000.00</p>
<p>SAUNDERS (LESLIE M.) ENDOWMENT FUND: Bequest of the late Alexander Saunders to purchase a perpetual scholarship in Columbia University in the literary or scientific department at the choice of, and for the benefit of the youth nominated therefor by the principal and teachers of the Yonkers High School in Yonkers, or a majority of them, in the first instance, and thereafter to fill a vacancy as it may occur from time to time perpetually; and upon such conditions as such principal and teachers, or a majority of them, may determine with such power and authority to them to fill such scholarship for a term of either one year, two years, three years, or four years, as they may from time to time determine. Established 1917.....</p>	<p>6,000.00</p>	<p>.....</p>	<p>6,000.00</p>
<p>SCHERMERHORN SCHOLARSHIP FUND: Bequest of John J. Schermerhorn, of the Class of 1825, 'for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime'. Established 1877.....</p>	<p>5,000.00</p>	<p>.....</p>	<p>5,000.00</p>
<p><i>Carried forward</i>.....</p>	<p>\$9,859,883.16</p>	<p>\$1,925,870.02</p>	<p>\$11,785,753.18</p>

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>			\$11,785,753.18
SCHIFF FELLOWSHIP FUND: Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898.....	\$9,859,883.16	\$1,925,870.02	
SCHIFF (JACOB H.) ENDOWMENT FUND: Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905.....	15,000.00		15,000.00
SCHOOL OF DENTISTRY ENDOWMENT FUND: Gift of James N. Jarvie for the partial endowment of a Dental School. Original gift \$100,000 to which has been added \$5,000 on account of interest on the above principal to April 15, 1917. Gifts of Anonymous Donors, \$26,000. Established 1916.....	100,000.00		100,000.00
SCHURZ (CARL) FELLOWSHIP FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....	131,000.00		131,000.00
SCHURZ (CARL) LIBRARY FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.....	10,000.00		10,000.00
SEIDL FUND: The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter 'to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country, or abroad.....	10,654.80		10,654.80
	12,000.00		12,000.00

<p>SHOEMAKER (WILLIAM BROCK) FUND: Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908.</p>	<p>10,000.00</p>	<p>.....</p>	<p>10,000.00</p>
<p>SLOANE HOSPITAL FOR WOMEN FUND: Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Hospital for Women, to make all its beds free in perpetuity. Established 1889.</p>	<p>675,000.00</p>	<p>60,000.00</p>	<p>735,000.00</p>
<p>SMITH PRIZE FUND, SCHOOL OF MEDICINE: Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.</p>	<p>3,327.02</p>	<p>.....</p>	<p>3,327.02</p>
<p>SOCIAL AND POLITICAL ETHICS PROFESSORSHIP FUND. Established 1918.</p>	<p>45,331.75</p>	<p>.....</p>	<p>45,331.75</p>
<p>STEERS (JAMES R.) FUND: Bequest of the late James R. Steers of the Class of 1863 Law, to found a free bed in the Sloane Hospital for Women in the name of his daughter, Fannie Steers Reeve.</p>	<p>10,000.00</p>	<p>10,000.00</p>	<p>10,000.00</p>
<p>STEVENS PRIZE FUND, SCHOOL OF MEDICINE: Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. Established 1891.</p>	<p>1,899.88</p>	<p>.....</p>	<p>1,899.88</p>
<p>STOKES (CAROLINE PHELPS) FUNDS: Legacy from the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910.</p>	<p>20,000.00</p>	<p>.....</p>	<p>20,000.00</p>
<p><i>Carried forward</i></p>	<p>\$10,894,096.61</p>	<p>\$1,995,870.02</p>	<p>\$12,889,966.63</p>

	At June 30, 1918	Additions, 1918-1919	At June 30, 1919
<i>Brought forward</i>	\$10,894,096.61	\$1,995,870.02	\$12,889,966.63
STUART SCHOLARSHIP FUND: The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as 'Stuart Scholarships', Established 1895.....	6,000.00	.....	6,000.00
TOPPAN PRIZE FUND: Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan; the income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904.....	4,033.19	.....	4,033.19
TROWBRIDGE FELLOWSHIP FUND: Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the 'William Petit Trowbridge Fellowship in Engineering', Established 1893.....	10,000.00	.....	10,000.00
TYNDALL FELLOWSHIP FUND: Gift of the late Professor John Tyndall, of London, the income to be applied to the support of 'American pupils who may have shown decided talent in Physics', etc. Established 1885	11,431.50	14.00	11,445.50
VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND: Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910.....	5,047.76	.....	5,047.76
VANDERBILT CLINIC ENDOWMENT FUND: Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic.....	115,000.00	.....	115,000.00

<p>VAN PRAAG (L. A.) FUND: Legacy from L. A. Van Praag to be used by the Trustees, at their discretion for research into the causes and cure of cancer. Established 1915.</p>	5,000.00	5,000.00
<p>WARING FUND: The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct. For Mrs. Waring..... \$50,000.00 For Miss Waring..... 50,000.00</p>	100,000.00	100,000.00
<p>WHEELER (JOHN VISSCHER) SCHOLARSHIP FUND: Legacy from the late Susan E. Johnson Hudson to establish this fund; the income to provide a scholarship in the University. Established 1914.</p>	12,000.00	12,000.00
<p>WHELOCK (GEORGE G.) FUND: Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907.</p>	5,027.07	5,027.07
<p>FIRE INSURANCE FUND: For the purpose of meeting the cost of repairing damage due to fire in those academic buildings which are not specifically insured.</p>	50,000.00	50,000.00
<p>\$11,217,636.13</p>	<p>\$1,995,884.02</p>	<p>\$13,213,520.15</p>

PERMANENT FUNDS

FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS

	At June 30, 1918	Additions during the year	At June 30, 1919
Adams (Edward D.) Gift (for Deutsches Haus)	\$30,000.00		\$ 30,000.00
Additions to the Medical School.....	85,200.49	\$25,370.00	110,570.49
Alumni Memorial Hall Gift (University Hall Enlargement).....	100,756.41		100,756.41
Anonymous Gift toward erection of Philosophy Building.....	350,000.00		350,000.00
Anonymous Gift for Hamilton Statue.....	1,000.00		1,000.00
Association of the Alumni of Columbia College (Hamilton Statue).....	10,000.00		10,000.00
Avery (Samuel P.) Gift (Avery Architectural Library Building).....	339,250.00		339,250.00
Babcock and Wilcox Gift (Steam Boilers for Power House).....	3,250.00		3,250.00
Clark (Edward Severin) Gift (Fountain of Pan)	12,013.50		12,013.50
Class of 1874 Gift (Marble Columns in Library).....	1,678.00		1,678.00
Class of 1880 Gift (Hamilton Hall, Gates)....	2,020.00		2,020.00
Class of 1881 Gift (Flagstaff).....	4,600.00		4,600.00
Class of 1881, Arts, Mines and Political Science Gift (Gemot in Hamilton Hall).....	1,000.00		1,000.00
Class of 1882 Gift (120th Street Gates).....	1,500.00		1,500.00
Class of 1883 Gift (Torcheres, St. Paul's Chapel).....	5,280.00		5,280.00
Class of 1883, Mines, Gift (Setting of Bust of Professor Egleston).....	390.00		390.00
Class of 1884, Arts, Gift (Marble Clock, Hamilton Hall).....	1,913.90		1,913.90
Class of 1884, Mines, Gift (Grading South Field).....	5,000.00		5,000.00
Class of 1890, Arts and Mines, Gift (Pylons)	8,598.72		8,598.72
Class of 1893 Gift. Chapel Bell.....	3,464.60	1,656.24	5,120.84
Class of 1899 Gift (Grading South Field)....	5,000.00		5,000.00
Class of 1906 Gift. Class of 1906 Clock....	1,159.64		1,159.64
Class of 1909, College, Gift (Class Shield in Hamilton Hall).....	20.00		20.00
Contributions to Bloomingdale Site.....	331,150.00		331,150.00
Contributions to Buildings, College of Physi- cians and Surgeons.....	71,551.05		71,551.05
Contributions to Medical School, Removal and Rebuilding Fund.....	28,000.00	25,000.00	53,000.00
Cragin (E. B.) Gift.....		1,400.00	1,400.00
Dodge (Marcellus Hartley) and Mrs. Helen Hartley Jenkins Gift (Hartley Hall).....	350,000.00		350,000.00
Dodge (William E.) Gift (Earl Hall).....	164,950.82		164,950.82
Fayerweather Legacy (Fayerweather Hall)...	330,894.03		330,894.03
<i>Carried forward</i>	\$2,249,641.16	\$53,426.24	\$2,303,067.40

	At June 30, 1918	Additions during the year	At June 30, 1919
<i>Brought forward</i>	\$2,249,641.16	\$53,426.24	\$2,303,067.40
Furnald (Estate of Francis P. Furnald and Mrs. S. Ella Furnald), Gifts (Furnald Hall)	350,000.00	.....	350,000.00
Hamilton Hall Gift (Anonymous)	507,059.16	.....	507,059.16
Havemeyer Gift (Havemeyer Hall)	414,206.65	.....	414,206.65
Hepburn (A. Barton) Gift (Maison Fran- çaise)	33,300.00	.....	33,300.00
Kent Hall:			
Anonymous Gift	\$100,000.00		
Charles Bathgate Beck Gift ..	385,672.57		
Francis Lynde Stetson Gift	10,000.00		
	495,672.57	.....	495,672.57
Lengwitz, (E. G.) Gift		450.00	450.00
Lewisohn (Adolph) Gift (School of Mines Building)	250,000.00	.....	250,000.00
Low (Setl) Gift (Library Building)	1,100,639.32	.....	1,100,639.32
Livingston (Edward de Peyster) Gift (Me- morial Window, Livingston Hall)	1,124.00	.....	1,124.00
Memorial Windows Gifts	14,300.00	.....	14,300.00
Model of Buildings and Grounds Gift	19,972.70	.....	19,972.70
Morgan (William Fellowes) Gift (Illuminating University Grounds)	1,035.00	.....	1,035.00
New Medical School Site Gifts (116th Street and Amsterdam Avenue)	420,000.00	.....	420,000.00
President's House, Furnishing (Anonymous Gift)	13,533.91	.....	13,533.92
St. Paul's Chapel Gift (Anonymous)	250,000.00	.....	250,000.00
St. Paul's Chapel Furniture Gift (Anonymous)	2,846.62	.....	2,846.62
St. Paul's Chapel Organ and Case Gifts	27,000.00	.....	27,000.00
Schermerhorn Gift (Schermerhorn Hall)	458,133.18	.....	458,133.18
School of Journalism Building Gift (Pulitzer)	563,501.21	.....	563,501.21
Sloan Torchères Gift (Library Building)	6,000.00	.....	6,000.00
Sloane (Mr. and Mrs. William D.) Gift (Addi- tions and Alterations to Sloane Hospital for Women)	399,263.14	.....	399,263.14
South Court Fountain Gift	4,932.88	.....	4,932.88
South Field Fund	54,707.00	.....	54,707.00
South Field Grading Gift (Anonymous)	1,500.00	.....	1,500.00
Stabler (Edward L.) Gift	1,200.00	.....	1,200.00
Torchères for School of Mines Building Gift Class of '83, Mines	1,000.00	.....	1,000.00
Van Amringe Memorial	18,260.00	1,001.98	19,261.98
Vanderbilt Gift (Vanderbilt Clinic)	350,000.00	.....	350,000.00
Villard (Henry) Legacy	50,000.00	.....	50,000.00
	\$8,058,828.50	\$54,878.22	\$8,113,706.72

GIFTS AND BEQUESTS RECEIVED DURING 1918-1919

PERMANENT FUNDS:

For Additions to the Medical School:

Anonymous.....	\$ 15,270.00	
Converse (Mr. E. C.).....	1,000.00	
Hawes (Mr. A. J.).....	100.00	
Huntington (Mr. Archer M.).....	1,000.00	
James (Dr. W. B.).....	500.00	
Macy (Mr. & Mrs. V. Everit).....	1,000.00	
Marling (Mr. A. E.).....	1,000.00	
Palmer (Mr. Edgar).....	3,000.00	
Shepard (Mr. F. J.).....	500.00	23,370.00

Anonymous, for School of Business Construction Fund.....		100,000.00
Anonymous for Van Amringe Memorial Fund.....		240.00
Class of 1893 for Class of 1893 Chapel Bell.....		1,656.24
Lengwitz (Mr. Emil E.) for apparatus for Department of Engineering.....		450.00
Van Amringe Memorial Committee, for the Van Am- ringe Memorial Fund.....		761.98
		<u>\$126,478.22</u>

PRINCIPAL OF SPECIAL FUNDS:

(a) For the General Purposes of the University:

Executors of the Estate of General Horace W. Carpen- tier for the H. W. Carpentier Fund.....	\$800,238.85	
Executors of the Estate of Mary B. Pell for the Mary B. Pell Legacy.....	650.00	
Executors of the Estate of Robert B. Van Cortlandt for the Robert B. Van Cortlandt Fund.....	210,000.00	\$910,888.88

b) For Special Purposes:

Anonymous for the School of Business Endowment Fund.....	\$380,000.00	
Anonymous for the Frederick Townsend Martin Fund.....	9,113.35	
Executors of the Estate of Kate Collins Brown for the Perry McDonough Collins Scholarship Fund.....	565,861.29	
Executors of the Estate of General Horace W. Carpen- tier for the Sloane Hospital for Women Fund.....	60,000.00	
Executors of the Estate of Hugo Reisinger for the Art Professorship Fund.....	26,926.04	
Executors of the Estate of James R. Steers for the James WR. Steers Fund.....	10,000.00	
ooten (Mr. B. A.) to be added to the Principal of the Tyndall Fellowship Fund.....	14.00	
		<u>\$1,151,914.85</u>

DESIGNATED GIFTS:

a) For the General purposes of the University to be ap-
plied toward the deficiency in the cost of maintaining the
work of the University for the year ending June 30, 1918.

Alumni Association.....	\$ 95,650.00
Foster (Mr. C. C.).....	10.00
Mackay (Mr. Clarence H.).....	5,000.00
Schermerhorn (Mr. F. A.).....	10,000.00

(b) For Special Purposes:

Adams (Edward D.), for the purchase of books for Col- umbia House.....	200.00
---	--------

Carried forward..... \$2,189,281.95

<i>Brought forward</i>		\$2,189,281.95
Alumni Association for the Columbia Service Bureau in Paris.....	\$	2.00
Anonymous for Dental Research.....		50.00
" " Medical School Removal and Rebuilding Fund.....		27,000.00
Anonymous for Pharmacology Departmental Appropriation.....		550.00
Anonymous for Pharmacology Salaries.....		2,390.00
" " Columbia Service Bureau in Paris....		10.00
" " Surgical Research.....		6,000.00
Arnold (Mr. W. H.), for the Students Loan Fund.....		75.00
Association of the Alumni of the College of Physicians and Surgeons, for the use of the Medical School to meet a small fraction of the deficit of the School...		300.00
Association of the Alumni of Columbia College, Alumni Prize.....		50.00
Association of Doctors of Philosophy, for the Columbia Service Bureau in Paris.....		250.00
Barnard College for Women's War Work Committee..		400.00
Boas, (Mrs. H. B.) for the Emil S. Boas Memorial Library.....		25.00
Bush (Professor Wendell T.) for Library Emergencies..		120.00
Caldwell (Mr. R. J.) for Practical Penal Problems...		250.00
Canfield (Mr. George F.) for American Law Reports Fund.....		250.00
Carnegie Endowment for International Peace, for Courses in International Relations.....		500.00
Chamberlain (Mr. Joseph P.) for the Law Library Fund		250.00
Chamberlain (Mr. Joseph P.) for the Legislative Drafting Research Fund.....		3,750.00
Class of 1891, for the Columbia Service Bureau in Paris		312.00
Columbia University Club (Members of) for Columbia Service Bureau in Paris.		4,254.00
Coudert (Mr. Frederic R.) for Philosophy Salaries....		250.00
Cragin (Mrs. Edwin B.) for books for the Medical School Library.....		1,400.00
Danton (Mr. George) for the Columbia Service Bureau in Paris.....		10.00
Du Pont (E. I.) for the Du Pont Fellowship.....		750.00
East River Homes Foundation, to be applied toward the work in tuberculosis at the Medical School.....		8,500.00
Erving (Mr. Thomas) for the Columbia Service Bureau in Paris.....		25.00
France America Society for Maintenance of Maison Francaise.....		2,500.00
General Bakelite Company for Industrial Research Fellowship.....		1,000.00
Grace (Mr. Joseph P.) for Philosophy Salaries.....		250.00
Green (Dr. Nathan W.) for Surgery Salaries.....		300.00
Griscom (Rev. Actom & Mrs. Clement A.) for the purchase of books for the Library.....		50.00
Guthrie (Mr. William D.) for the Law Library Fund..		50.00
<i>Carried forward</i>		\$2,189,281.95

<i>Brought forward</i>		\$2,189,281.95
Hepburn (Mr. A. Barton) for the Bulletin de la Maison Francaise.....	300.00	
Jackson (A. V. W.) for Indo Iranian Languages Salaries.....	500.00	
Jenkins (Mrs. Helen Hartley) for the Marcellus Hartley Research Laboratory.....	2,000.00	
Ladd (Mr. & Mrs. W. G.) for the Special Photographic Fund.....	3,000.00	
Lambert (Dr. Adrian V. S.) for Surgical Journals.....	100.00	
Leach (Mr. Henry C.) for a Special Scandinavian Fellowship.....	116.00	
Loeb (Mr. James) for the Loeb Library Fund.....	175.00	
Low (Mr. Wm. G.) for the purchase of books on Maritime and International Law.....	250.00	
Mackay (Mr. Clarence H.) for Philosophy Salaries.....	250.00	
Morrow (Mr. Dwight W.) for the Law Library.....	752.15	
McClymonds (Mrs. Annie M.) for the Louise K. McClymonds Scholarships.....	1,300.00	
National Polish Department of America for Slavonic Languages Salaries.....	300.00	
Osborne (Mrs. Henry Fairfield) for the Women's War Work Committee.....	35.00	
Paddock (Eugene H.) for the Columbia Service Bureau in Paris.....	10.00	
Parsons (Mr. Herbert) for Practical Penal Problems ..	50.00	
Paryski (Mr. A. A.) for Courses in Polish.....	300.00	
Price (Mr. Walter W.) for Philosophy Salaries.....	250.00	
Pupin (Professor Michael I.) for Physics Research Work	4,333.33	
Pupin (Professor Michael I.) for Slavonic Languages Salaries	150.00	
Powell (Mrs. Mary Mosher) for Columbia Service Bureau in Paris.....	33.00	
Sargent (Homer E.) for Anthropology Salaries.....	500.00	
Do for Assistance in Research.....	750.00	
Do for Research on Indians in British Columbia.....	530.00	
Seligman (Mrs. Isaac N.) for Practical Penal Problems	250.00	
Stade (Ernest B.) for the Columbia Service Bureau in Paris.....	5.00	
Sulzberger (Dr. Nathan) for installing and equipping Industrial and Engineering Chemical Laboratory.....	600.00	
Talcott (Mrs. James) for the Department of Agriculture.....	1,000.00	
Teachers College, for the Women's War Work Committee.....	300.00	
Thompson (Mr. William Bruce) for the Poetry Society Prize.....	500.00	
Troy (Mr. Richard H.) for the Law School.....	2.00	
Van Gelder (Mr. A. P.) for two Scholarships under the Faculty of Applied Science.....	500.00	
Wawepex Society, for J. D. Jones Scholarship	200.00	192,074.48
		<u>\$2,381,356.43</u>

FREDERICK A. GOETZE

Treasurer

NEW YORK, June 30, 1919

BARNARD COLLEGE—BALANCE SHEET—JUNE 30, 1919

ASSETS	LIABILITIES
<p>Lands, Buildings and Grounds \$2,618,415.35</p> <p>Investment of Special Funds 2,894,736.19</p> <p>Cash at Banks:</p> <p style="padding-left: 20px;">Corn Exchange Bank \$6,059.26</p> <p style="padding-left: 20px;">New York Trust Company 13,203.34</p> <p style="text-align: right; border-top: 1px solid black;">19,262.50</p> <p>Prepaid Insurance 1,542.62</p> <p>Accounts Receivable—Sundry Students 236.69</p> <p>Expenditures in excess of Income from Designated Trust Funds 224.63</p> <p>Deficiency Account 171,545.07</p> <p style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;">\$5,705,063.05</p>	<p>Principal of Permanent Funds \$2,542,686.46</p> <p>Principal of Special Funds 2,939,954.58</p> <p>Unexpired Moneys for Designated Purposes 12,993.67</p> <p>Income from Fiske Fund in excess of Expenditures for care, maintenance and improvement of Fiske Hall 37,713.58</p> <p>Bank Loans 171,000.00</p> <p>Accounts Payable:</p> <p style="padding-left: 20px;">Students' Deposits \$595.50</p> <p style="padding-left: 20px;">Summer Session 1,109.26</p> <p style="text-align: right; border-top: 1px solid black;">1,614.76</p> <p style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;">\$5,705,063.05</p>

BARNARD COLLEGE—FINANCIAL STATEMENT—1918-1919

RECEIPTS:		DISBURSEMENTS	
Schedule I		General Purposes:	
Balance: New York Trust Company	\$49,760.67	Educational Administration	\$177,540.03
Dividends	107,130.39	Buildings and Grounds	50,008.05
Miscellaneous Sources	91,295.26	Ella Weed Library	3,295.59
Fees	168,872.84	Business Administration	5,250.00
Gifts for Designated Purposes	7,692.06	Brooks Hall	38,375.84
			<u>\$274,469.51</u>
Schedule II		Students Hall	
Gifts for Permanent Funds	1,010,851.40	Annuities	13,900.00
		Investments	1,103,297.16
		Miscellaneous	17,321.63
		Balance: New York Trust Company	13,203.24
			<u>\$1,435,102.56</u>

BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS JUNE 30, 1919

A. For General Endowment

BURGESS (ANNIE P.) FUND:		
Legacy from the estate of Mrs. Annie P. Burgess. Established 1913		\$63,308.33
CARPENTER (HENRIETTA) FUND:		
Gift of General H. W. Carpentier, in memory of his mother toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of three annuities. Established 1898, 1900, 1911, 1913, 1914, and 1915		498,041.66
CARPENTIER (H. W.) ENDOWMENT FUND:		
Legacy from the estate of General H. W. Carpentier. Established 1919		\$41,249.85
CHOATE (MRS. JOSEPH H.) ENDOWMENT FUND:		
Gift of Mrs. Joseph H. Choate for endowment. Established 1918		25,000.00
ENDOWMENT FUND		53,921.93
FISKE FOUNDERSHIP FUND:		
Gift of the late Mrs. Martha T. Fiske-Collord in memory of Mr. Josiah M. Fiske. The income of the fund to be applied to the running expenses of the College		5,188.08
FISKE HALL FUND:		
Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910		122,000.00
GIBBES FUND:		
a. Legacy of the late Emily O. Gibbes. The income of the fund is to be used for the general needs of the College. Established 1908		266,986.00
b. Legacy of the late Emily O. Gibbes. The income of the fund is paid for life to Edwina M. Post. Established 1908		100,000.00
HARRIMAN FUND:		
Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914		50,000.00
HERRMAN FOUNDERSHIP FUND:		
Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College		5,000.00
KENNEDY (JOHN STEWART) FUND:		
Legacy from the estate of the late John Stewart Kennedy. Established 1910		49,918.90
MUNN (ANNE ELDER) MEMORIAL FUND:		
Gift of Mrs. I. Sheldon Tilney in memory of her mother. The income is to be used at the discretion of the Trustees. Established 1918		7,500.00
ROCKEFELLER (JOHN D.) ENDOWMENT FUND:		
Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901		250,450.00

SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND:

Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College.
Established 1908

5,000.00

SMITH (ANNA E.) FUND:

Legacy from the estate of Anna E. Smith. Established 1916

10,048.00

TILLOTSON (EMMA A.) ENDOWMENT FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910

5,000.00

WOERISHOFFER FUND:

Gift of Mrs. Charles Woerishoffer for endowment. Established 1913,
1917

10,000.00

 \$2,368,603.75
B. For Designated Purposes

ALDRICH (MARY GERTRUDE EDSON) SCHOLARSHIP FUND:

Gift of Mrs. James Herman Aldrich. Established 1916

\$1,004.80

BARNARD (ANNA E.) SCHOLARSHIP FUND:

Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Established 1899

3,078.72

BARNARD SCHOOL SCHOLARSHIP FUND:

Gift of the Alumnae of the Barnard School for girls. Established 1916

4,019.20

BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND:

Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913

5,000.00

BOGERT (CHARLES E.) SCHOLARSHIP FUND:

Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913

5,000.00

BREARLEY SCHOOL SCHOLARSHIP FUND:

Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899

3,000.00

BRENNER (MARTHA ORNSTEIN) SCHOLARSHIP FUND:

Gift in memory of Martha Ornstein Brenner, Class of 1899, by her friends. Established 1915

4,000.00

BROOKS (ARTHUR) MEMORIAL FUND:

Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897

5,976.25

CARPENTIER SCHOLARSHIP FUND:

Legacy from the estate of General H. W. Carpentier for scholarships. Established 1919

150,000.00

CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND:

Gift of the Alumnae Association of Miss Chisholm's School for a scholarship, to be awarded annually by the Committee on Scholarships of the Faculty to a student in need of assistance, said Alumnae Association reserving the privilege of precedence for such candidates as they may recommend. Established 1901

3,000.00

CLARKSON (JENNIE B.) SCHOLARSHIP FUND:

Gift of the late Mrs. W. R. Clarkson for a scholarship to be awarded annually to a student who deserves assistance. Established 1898 3,022.50

COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND:

Gift of the National Society of New England Women for a scholarship to be awarded on the nomination of the Chairman for the Scholarship Committee of the above society, to a student from New England or of New England parentage. Established 1904 . . . 3,600.00

FISKE SCHOLARSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895 5,719.94

FISKE (MARTHA T.) SCHOLARSHIP FUND:

Gift of Miss Anna E. Smith for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911 5,000.00

GALWAY FUND:

Gift of an anonymous donor for a scholarship. Established 1912 . . \$2,559.08

GOLDFRANK (IRMA ALEXANDER) FUND:

Gift of friends of Mrs. Irma Alexander Goldfrank, the income of which is to help deserving students in time of special need. Established 1919 \$2,105.55

GRAHAM SCHOOL SCHOLARSHIP FUND:

Gift of the Alumnae Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established 1907 3,000.00

HEALTH FUND:

Gift from an anonymous donor to promote the physical health of the students and officers of the College. Established 1917 5,000.00

HERRMAN BOTANICAL PRIZE FUND:

Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient student in Botany 1,000.00

HERTZOG (EMMA) SCHOLARSHIP FUND:

Gift to establish a scholarship in memory of Miss Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904 . . . \$3,000.00

KAUFMANN (JESSIE) SCHOLARSHIP FUND:

Gift of Mr. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. Established 1902 4,000.00

KINNICUTT (ELENORA) SCHOLARSHIP FUND:

Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911 5,000.00

KOHN MATHEMATICAL PRIZE FUND:

Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics 1,148.94

McLEAN (MRS. DONALD) SCHOLARSHIP FUND:

Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906 3,000.00

MOIR (WILLIAM) SCHOLARSHIP FUND:

Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912 10,000.00

MURRAY (CAROLINE CHURCH) FUND:

Gift of Mr. George Welwood Murray in memory of his wife, Caroline Church Murray. The income of this fund is to be used in aid of needy and deserving students. Established 1918 5,000.00

OGILVIE (CLINTON) MEMORIAL FUND:

Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applied to the salaries of assistants in the Department of Geology. Established 1914 10,000.00

POPE (MARY BARSTOW) SCHOLARSHIP FUND:

Gift in memory of Miss Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913 4,318.15

PULITZER (LUCILLE) SCHOLARSHIP FUND:

Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is to be used for scholarships. Established 1899 and 1903, 1915 and 1916 \$176,666.28

REED (CAROLINE GALLUP) PRIZE FUND:

Gift of Mrs. William Barclay Parsons. Established 1916 1,004.80

SCHOLARSHIP FUND:

Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901 9,680.00

SMITH (EMILY JAMES) SCHOLARSHIP FUND:

Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899 3,068.9

SMITH (GEORGE W.) SCHOLARSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906 5,435.19

SPERANZA (CARLO L.) PRIZE FUND:

Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established 1911 1,000.00

TALCOTT (JAMES) FUND:

Gift of Mr. James Talcott, to found a professorship for Religious Instruction. Established 1915 100,000.00

TATLOCK PRIZE FUND:

Gift in memory of Jean Willard Tatlock, Class of 1895, by her friends to found a prize to be awarded annually to the undergraduate student most proficient in Latin. Established 1917 1,250.00

TILLOTSON (EMMA A.) SCHOLARSHIP FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910	5,000.00
---	----------

VELTIN SCHOOL SCHOLARSHIP FUND:

Gift of the Alumnae of Mlle. Veltin's School. Established 1905	3,000.00
--	----------

VON WAHL PRIZE FUND:

Gift from the friends of Constance Von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915	1,300.00
--	----------

WEED (ELLA) SCHOLARSHIP FUND:

Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897	3,392.51
---	----------

\$571,350.83

TEACHERS COLLEGE, FINANCIAL STATEMENT, 1918-1919

Having audited the Accounts of Teachers College for the year ended June 30, 1919, we hereby certify that the following statement of Funds and Revenue Account with accompanying Schedules, show the true financial condition of the Corporation at June 30, 1919.

LESLIE, BANKS AND COMPANY,

Auditors

STATEMENT OF FUNDS AT JUNE 30, 1919

FUNDS, ETC., AT JUNE 30, 1919:

Principal of Endowed Funds:

For General Purposes	\$1,777,376.72
For Special Purposes	854,415.10*
	<hr/>
	\$2,631,791.82

Principal of Other Funds:

For Improvements and Additions to College Property	\$15,032.49
For Student Loan Funds on Hand	16,415.66
For Gifts for Designated Purposes	6,526.65
	<hr/>
Surplus Income from Funds for Special Purposes	37,974.80
Surplus Income from Funds for General Purposes	38,577.94†
Reserve for Repairs and Renewals	104,096.29
	<hr/>
	3,200.00
	<hr/>
TOTAL FUNDS, ETC.	\$2,815,640.85

ASSETS (Net):

Cash	\$201,147.37
Accounts Receivable	50,412.15
Supplies and Prepaid Expenditure (less Prepaid Income) of year 1919-1920	14,042.26
Investments of Endowed Funds (less \$500,000 Mortgage)	2,577,546.35
	<hr/>
	\$2,843,148.13

Less:

Accounts Payable	27,507.28
	<hr/>
TOTAL NET ASSETS	\$2,815,640.85

* Includes Whittier Hall Mortgage reserve \$205,072.53.

† Includes \$11,938.16 surplus income of Lincoln School.

REVENUE ACCOUNT FOR YEAR ENDED JUNE 30, 1919

INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, ETC.	\$642,826.44			\$642,826.44
INCOME FROM INVESTMENTS, ETC.:				
From General Funds:				
(a) Stocks and Bonds	68,178.59			68,178.59
(b) Whittier Hall	25,000.00			25,000.00
(c) Interest	7,457.43			7,457.43
From Scholarship, etc., Funds		\$17,960.69	\$11,557.41	29,518.10
From Library Funds		3,682.07		3,682.07
				\$776,662.63
SPECIAL FUND FOR PUBLICATION		28,220.44		28,220.44
	\$743,462.46	\$49,863.20	\$11,557.41	\$804,883.07

EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUCTION	\$584,134.91	\$16,313.04	\$1,250.00	\$601,697.95
MAINTENANCE OF BUILDINGS AND GROUNDS	94,347.75			94,347.75
BUSINESS ADMINISTRATION	58,323.79			58,323.79
LIBRARY	12,347.40	3,792.12		16,049.52
SPECIAL FUND FOR PUBLICATION		26,170.87		26,170.87
SPECIAL PURPOSES			8,813.58	8,813.58
BONUS ADDITION TO SALARIES	20,514.37			20,514.37
Total Expenditure	\$769,068.22	\$46,186.03	\$10,063.58	\$825,917.83
SURPLUS OF INCOME FOR YEAR	*26,205.76	3,677.17	1,493.83	*21,034.76
	\$743,462.46	\$49,863.20	\$11,557.41	\$804,883.07

* Deficit

PRINCIPAL AND INVESTMENT OF ENDOWED FUNDS

AS PER BALANCE SHEET

	At July 1, 1918	Additions or Deduc- tions during Year	At June 30, 1919
I. PRINCIPAL:			
(a) For General Purposes:			
Stocks and Bonds	\$1,288,485.10	\$24,432.84	\$1,312,918.03
Whittier Hall (Equity)	464,458.69		464,458.69
Total for General Purposes	\$1,752,943.88	\$24,432.84	\$1,777,376.72
(b) For Special Purposes:			
Army and Navy Scholarship Fund	3,150.00	5.21	3,155.21
Bryson Library Fund	83,731.75	138.39	83,870.14
Bryson Library, Avery Collection	2,097.59	3.47	2,101.06
Caroline Scholarship Fund	5,021.30	8.31	5,029.61
Caroline Scholarship Fund (Deferred Income)	133.33		133.33
Dodge (Grace H.) Welfare Fund	61,057.79	102.02	61,160.71
Hartley (Helen) Fund	149,815.31	247.62	150,062.93
Hoadley Scholarship Fund	2,990.43	4.95	3,001.38
Hoe (Margaret) Memorial Scholarship Fund	4,999.50	8.26	5,007.76
Kemp Estate Legacy Fund	34,343.06	56.76	34,399.82
Macy (Caroline L.) Bequest	197,310.74	326.11	197,636.85
Macy (Caroline L.) Bequest (Deferred Income)	266.67		266.67
Morrey Scholarship		5,008.26	5,008.26
Mortgage Reserve Fund	173,133.63	31,938.90	205,072.53
Norsworthy (Naomi) Memorial Fund	2,237.06	513.75	2,750.81
Runyan Scholarship	1,127.31	1.87	1,129.38
Sachs (Julius) Library Fund	9,998.99	16.52	10,015.52
Teachers Retirement Fund	64,468.46	17,528.63	81,997.09
Tennyson (Alfred) Prize Fund	100.38	.17	100.55
Tilston Scholarship Fund	2,511.34	4.15	2,515.49
Total for Special Purposes	\$798,500.84	\$55,914.26	\$854,415.10
Total for General and Special Purposes	\$2,551,444.72	\$80,347.10	\$2,631,791.82
II. INVESTMENTS (less Mortgage on Whittier Hall)			\$2,577,546.35
Uninvested Principal at June 30, 1919			\$54,245.47

JULY 1, 1918—JUNE 30, 1919

RECEIPTS

Balance Lincoln Trust Company from 88th Session	\$4,356.68
Balance Garfield National Bank, 88th Session	1,120.07
Balance West Side Savings Bank, 88th Session	3,795.93
Balance American Savings Bank, 88th Session	1,064.46
Balance Union Square Savings Bank, 88th Session	716.50
Balance Petty Cash, 88th Session	50.00
Interest Lincoln Trust Co.	228.18
Interest West Side Savings Bank	153.32
Interest American Savings Bank	70.03
Interest Union Square Savings Bank	28.02
Interest Bonds, Plant and Scabury Funds	875.00
Donations, Medal Collection	250.00
Membership Dues	555.00
Student Fees, Tuition Regular Courses	32,217.00
Student Fees, Summer Session, Histology	525.00
Student Fees, Summer Session, Anal. Chem.	200.00
Student Fees, Summer Session, Pharmacy	25.00
Student Fees, Summer Session, Bacteriology	17.50
Student Fees, Evening Courses, Pharmacy	215.00
Student Fees, Evening Courses, Anal. Chem.	555.00
Student Fees, Special Courses	155.00
Student Fees, Examinations	2,930.00
Student Fees, Breakeage Deposits	2,420.00
Student Fees, Microscope Rentals	254.50
S. A. T. C. Fees and Maintenance Allowances	21,210.92
S. A. T. C. Rent of Barracks, Sub-let to U. S. A.	4,162.34
S. A. T. C. Water Rates (Barracks, 76th St.)	38.00
S. A. T. C., Sale of Equipment (Barracks, 76th St.)	750.00

\$79,547.21

DISBURSEMENTS

Salaries	\$33,986.48
Interest on Mortgage	900.00
Trustees' Prizes	300.00
Dobine Prizes	100.00
Secretary's Office	631.31
Treasurer's Office	58.00
Dean's Office	46.95
Dean's Emergency Fund	42.17
Faculty's Conviction Expenses	367.74
Faculty's Share Summer Courses	375.00
Faculty's Share Evening Courses	597.50
Students' Fees Refunded, Regular Courses	471.50
Students' Fees Refunded, Evening Bacteriology	67.30
Students' Fees Refunded, Breakeage	864.30
Examinations and Commencement	2,497.82
Printing and Advertising	1,172.78
Repairs to Microscopes	112.00
By Special Action Board of Trustees	1,72.50
Insurance	251.34
Audit	50.00
Library	286.98
Supplies	255.95
Repairs	282.52
Gas and Electricity	761.79
Water Rates	91.20
Furniture and Fixtures	539.22
Fuel	1,063.17
Department, Materia Medica	29.83
Department, Pharmacognosy	421.48
Department, Anal. Chemistry	669.86
Department, Chemistry	333.14
Department, Pharmacy	913.89
Department, Pharmaceutical Accounting	245.35
S. A. T. C. Fees Refunded	1,100.00
S. A. T. C. Salaries, Special Instruction	500.00
S. A. T. C. Rent, 76th St. Barracks	6,066.66
S. A. T. C. Supplies	1,007.66
S. A. T. C. Repairs	142.07
S. A. T. C. Furniture and Fixtures	294.30
S. A. T. C. Fuel	408.48
S. A. T. C. Insurance	62.00
S. A. T. C. Gas and Electricity	290.12
S. A. T. C. Telephone	66.21
S. A. T. C., Canteen, Maintenance	4,807.09

\$63,184.06

Balance, June 30, 1919:	
Lincoln Trust Company	\$8,858.03
Garfield National Bank	144.00
West Side Savings Bank	3,949.25
American Savings Bank	2,616.39
Union Square Savings Bank	745.48
Petty Cash	50.00

\$16,363.15

\$79,547.21

